

THE AMERICAN TEACHER

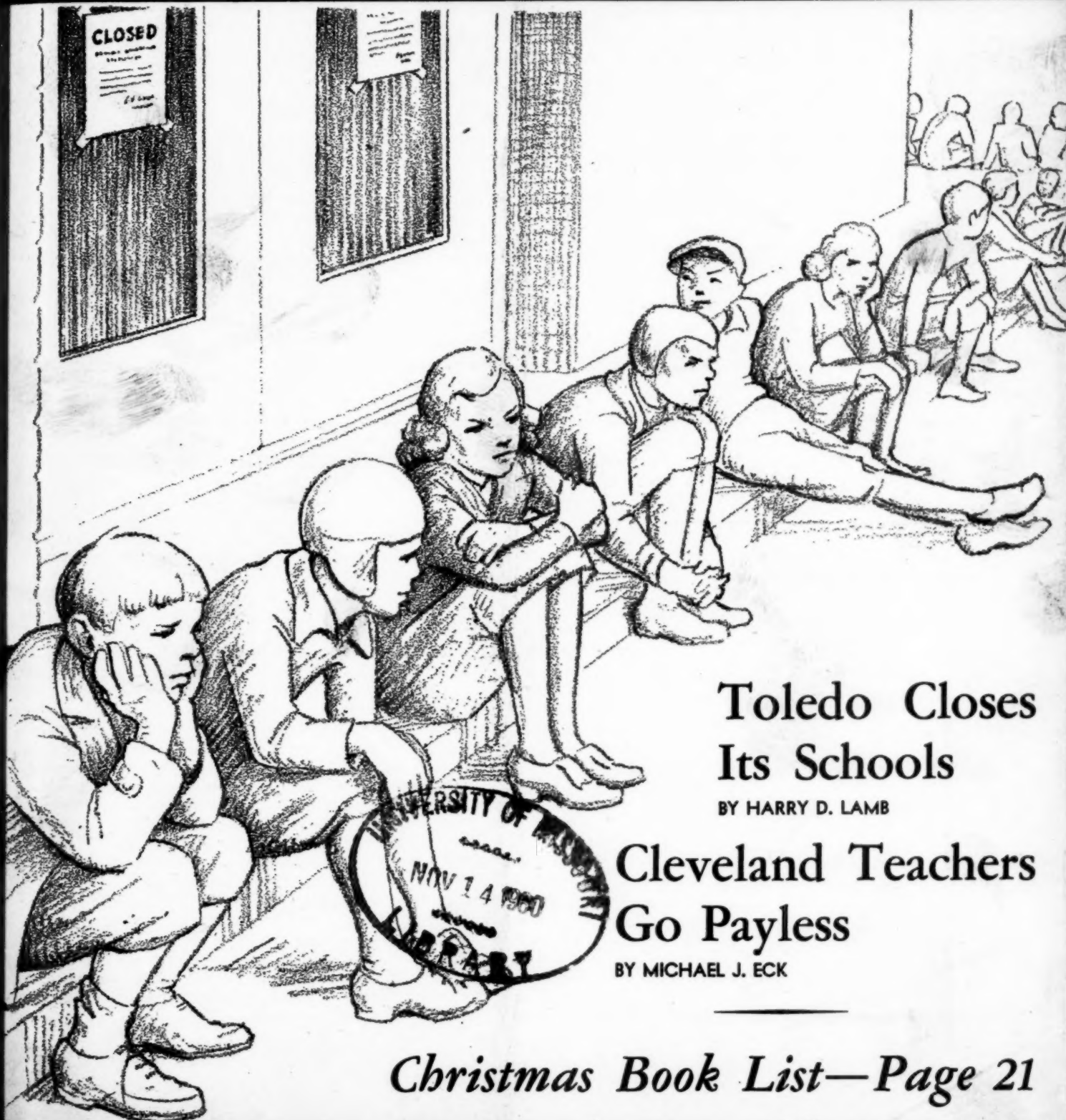
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December, 1939

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PUBLISHED BY THE AMERICAN FEDERATION OF TEACHERS



Toledo Closes Its Schools

BY HARRY D. LAMB

Cleveland Teachers Go Payless

BY MICHAEL J. ECK

Christmas Book List—Page 21

Inside the Cover

MATERIALS FOR THE CLASS-room: *School Life*, the U. S. Office of Education journal, is featuring each month a discussion of controversial issues in education. . . . The Public Roads Administration, Federal Works Agency, Washington, D. C., has a limited supply of free copies of "Highways of History," a pictorial story of transportation in America, which has been prepared especially for elementary school teachers. . . . *Life*, which the Typographical Union is urging all members of organized labor to boycott, has devoted pages 75-76 of its December 11 issue to the Boston Children's Museum (look at it in the library). . . . Modern Age Books is running a \$1,000 contest for the best novel dealing with American youth, which closes May 1, 1940. . . . The motion-picture project of the American Council on Education has just issued a bulletin called "Films on War and American Neutrality." . . . Porter Sargent, 11 Beacon St., Boston, is publishing a mimeographed news bulletin called "Sources of Information for Americans" which you can get by writing to him. . . . The American Library Association has compiled a list of recent children's books, which you can get for a penny. . . . Prof. John T. Frederick who conducts CBS's "Of Men and Books" receives more than 1,000 letters a month on his book-review broadcasts. . . . H. W.

Educational TRENDS

November-December, 1939
Special John Dewey Issue

Articles on Dewey by

GEORGE E. AXTELL, JOHN J. DEBOER,
BAKER BROWNELL, DELTON T.
HOWARD, and PAUL A. SCHILPP

and a foreword by JOHN DEWEY

Free: This issue to anyone who subscribes to *Educational Trends*. Subscription for one year (six issues), \$1.25.

☐ Enclosed find \$1.25 for a subscription to *Educational Trends* (Dewey issue free).

☐ Enclosed find 35c for Dewey issue.

Name

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MAIL TO: *Educational Trends*,
Northwestern Univ., Evanston, Ill.

Wilson & Co. has just published the 1939 edition of *Educational Film Catalogue* which grades the films for elementary, secondary and college use. . . . Three new pamphlets by the Public Affairs Committee have been issued recently: "Debts—Good or Bad," "State Trade Walls" and "The Fight on Cancer." Silver Burdett & Co. distributes these to the schools. . . . The American Friends Service Committee, 20 S. 12th St., Philadelphia, has published a study of the German in America called "Refugee Facts."



IN 1938 10,000 CANADIAN TEACHERS received less than the minimum wage for inexperienced and juvenile workers in industry and 19,000 received less than the minimum wage for inexperienced female workers in industry. . . . Dr. Winifred Nash is working on classroom experiments on the relationship of humor and intelligence, which she feels are closely related.



IN A SPECIAL BULLETIN ON WAR propaganda called "Somebody is Wrong," the Institute for Propaganda Analysis points out that on four specified days newspapermen from Berlin and Paris covered the Western front. The Berlin correspondents said they didn't hear one shot; the Paris correspondents reported heavy fighting on the entire front and 50 German towns seized by the French. "Apparently," the bulletin concludes, "the reporters in France and those in Germany are covering two different wars."

Here are two recent propaganda examples from the American press. The first looks like a fake British story, the second a fake German story.

On November 1 a Canadian radio station reported receiving an "SSSS" message, meaning "attacked by submarine," from the British freighter *Coulmore*. The boat was supposed to be off our coast, and U. S. vessels were sent to its aid. The *New York Times* then reported in a 4-column headline on page 1, NO TRACE FOUND OF ATTACKED SHIP.

Suddenly on November 2 the same Canadian station reported the boat was safe. The captain of an American ship which was in the vicinity said: "The whole thing sounds fishy as far as I am concerned. Heavy seas were running. It was pitch dark. In my opinion no

submarine could have attacked the *Coulmore* under such conditions, or even considered the idea."

Why would the British have pulled a fake submarine scare right off the New England coast? Newspaper stories gave the answer that very day: HOUSE VOTES ON EMBARGO REPEAL TODAY. If the *Coulmore* attack was fishy, the English intended it as a last-minute warning to Congress to repeal the embargo and supply arms to the Allies.

The second illustration of war propaganda concerns the City of Flint, which was creating a hot international incident for the Nazis. Germany showed great dismay at the loss of the ship, but did not mention that Germans had brought the vessel into the Norwegian port after a Norwegian destroyer had ordered her to stay out.

Why would the Germans have purposely taken the City of Flint into the neutral port? Because this allowed them to get rid of the ship, and avoid antagonizing American opinion in case anything serious should happen.



THREE COPIES OF "GRAPES OF Wrath" will not be burned, according to the latest vote of the East St. Louis, Ill., library board. After deciding by a score of 5 to 0 to burn the three copies in the local library because the book was "obscene and vile," the board reversed itself at the following meeting by a vote of 6 to 2.



HEYWOOD BROWN WILL WRITE

his last column for the *New York World-Telegram* on December 14. . . . The following day Guild President Brown starts to work for the *New York Post*, joining Dorothy Dunbar Bromley and Rollin Kirby, both of whom quit Roy Howard for the *Post*. . . . Walt Whitman will soon appear on a U. S. postage stamp. . . . Gas-proof kennels are being sold in London for \$14.77. . . . Violet and Daisy Hilton, Siamese twins of the amusement world, were classified by the executive committee of the American Guild of Variety Artists as separate individuals and must pay dues accordingly. . . . *Consumers Union Reports* deals with milk, small radios, radio labor, men's suits and labor in the men's suit industry in its December issue. (If you subscribe, use the coupon on the back of November issue of the AMERICAN TEACHER). . . . Governors of the New York Stock Exchange are worried because a survey shows that only one person out of four understands the function of the Exchange. They would worry more if the majority of the people thoroughly understood how the Exchange functions.

G. T. G.

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Drawings by Chandler Montgomery

THE EDITORS of the AMERICAN TEACHER request that no material be reprinted from this magazine without an accompanying credit line stating the source and the issue in which such material appeared.

THE AMERICAN TEACHER GEORGE T. GUERNSEY, *Editor* ENTERED as second class matter January 3, 1939, at the post office at Chicago, Illinois, under the act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926.

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Plans for the Coming Issues

AT THE last meeting of the Editorial Board plans for the forthcoming issues of the AMERICAN TEACHER were drawn up.

Our January issue will be devoted to a discussion of the subject of race and the teaching of tolerance. At this time in the world's history this seemed to be a very important issue to the Board. Professor Faye Cooper-Cole of the Department of Anthropology of the University of Chicago is contributing a technical article on the subject of race; and we hope to include a short statement by Franz Boas on the importance of dealing with this subject in the public schools. Also we hope to present two or three articles by teachers who are working on this subject in the classroom.

Plans include the publishing of "The Function of Higher Education in a Democracy," the panel which was held as a part of the Educational Policies program at the

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Buffalo convention. Other themes with which we intend to deal during the year are "Federal Aid to Education—1934-39," making a rather complete survey of the types of federal aid to education which have been going on during the last five years; "What Is the Union Doing?" a special issue devoted to the work which our Locals are carrying on in various kinds of communities; the problem of democratic educational institutions (this issue will deal with administrative procedures, class load and democratizing subject matters); and a symposium by school-board members and administrative officers on the function of the Teachers Union.

We hope to publish at least one more newspaper, which will deal with financial conditions of schools in America. This will require the greatest cooperation of all our Locals if we are to present an accurate and full account of what is going on in closing schools, cutting budgets, etc.

In order to carry out plans of this sort we need your help. Please send us all the ideas and information at your disposal.

Give the AT For Christmas

ALTHOUGH THE AMERICAN TEACHER now has a circulation of approximately 38,000, we think it would be fine to have a circulation of 76,000. One way of gaining this circulation before the AFT approaches that mark is for every member of the Teachers Union to give one subscription to the magazine to a non-Union teacher as a Christmas present.

We have arranged four money-saving offers combining the AMERICAN TEACHER with four publications of special value to teachers. You can get the prices of these by consulting the back cover. We would like to call your attention to the fact that the AMERICAN TEACHER may be sent to one address and the other publication to an-

other. Also that Chandler Montgomery, our artist, is designing a Christmas card which will be sent to your friends as soon as you send in your orders.

These combination offers expire January 10—so send them in now!

Chicago's Radio Program

FOR SOME time we have meant to call your attention to the weekly radio program of the Chicago Teachers Union which goes on the air every Wednesday evening at 8 P.M. Central standard time, 7 P.M. Eastern standard time, over Station WCFL, 970 kilocycles. One way of using this program might be for teachers in various areas to organize listening and discussion groups. Also you might write to friends who are not in the Teachers Union and interest them in the Union through the program.

Other AFT Locals have made use of the radio—Detroit and New York City Locals especially—but this is the only weekly Union program of which we know. WCFL is owned by the Chicago Federation of Labor, the Illinois Federation of Labor and the American Federation of Labor.

SEP's Freedom of the Press

GARET GARRETT, writer on economic subjects, recently had an article in the unfair *Saturday Evening Post* entitled "Peace on the Rails," to which A. F. Whitney, president of the Brotherhood of Railroad Trainmen, wrote a reply and submitted it to the *Post*. That publication refused to print it, saying that it would be meaningless to those who had not read Garrett's article. "It was not concerned with furnishing the facts to those of its readers who may have been misled by Garrett," said Whitney.

And so Whitney printed his reply to Garrett in brochure form, in which he says: "A million railroad workers, their families and friends, will conclude that the *Saturday Evening Post* cannot be depended upon to publish the truth about them and their industry."

"What this country needs is a good 5-cent magazine!" concludes Whitney.

The Associated Press on Tuesday, December 5 released a story on Dr. Jerome Davis' suit against the *Saturday Evening Post* in which he charged that because of the appearance of their article he lost an appointment to a position with the National Youth Administration.

Points the Way

THE AMERICAN Youth Commission of the American Council on Education, headed by Dr. Floyd W. Reeves, has just issued a report on youth in a time of crisis.

The Commission proposes a three-point program (1) to enable young people to stay in school until the age of sixteen; (2) to combine part-time schooling with part-time work; and (3) a government program to provide a job for every youth.

The Commission, whose temporary chairman is Owen D. Young, states on point three: "In addition to all types of conservation activities and the construction of useful public buildings, one type of work which would be a true service to the community and which should be greatly expanded would consist of producing the goods and services which are needed by the young people themselves and by others who are unemployed and in need.

"The Commission does not regard this as competition with private business, although it may be so considered by some persons. In any event, it is far preferable to unemployment or to the levels of taxation which would be necessary to support a decent level of subsistence for those in need if they are not allowed to do anything for themselves."

Neilson Fights "Alien" Bills

WE ARE glad to report that Dr. William Allan Neilson, president emeritus of Smith College, has consented to act as co-chairman of the fourth annual conference of the American Committee for Protection of Foreign Born, to be held in Washington March 2 and 3. Serving with Dr. Neilson as co-chairman is Ernest Hemingway.

In a recent interview Dr. Neilson declared that the time had come for serious-minded citizens of this country to take stock of the growing animosity against refugees and aliens. More than 70 bills intended to harass aliens will come before Congress next session.

Dr. Neilson explained that the conference has been called to devote "serious and immediate attention to the elimination of certain tendencies in American life which threaten our concept of equality regardless of race, color, creed, nationality or place of birth." He pointed out that attacks upon the freedom of non-citizens can be used to destroy the constitutional rights of American citizens as well.

A Challenge to Other Journals

WHILE WE imagine many AFT members will enjoy reading "Supervision—Theory and Practice," page 10, we do not think the *AMERICAN TEACHER* is the magazine in which this article should appear. Rather we think it should appear in a journal which goes mainly to school administrators. Therefore we challenge any administrators' magazine in American education to reprint this article; and the *AMERICAN TEACHER* in return will be glad to print an article (furnished by any such magazine) dealing with democratic methods of solving these irritating problems which so many classroom teachers in America face daily.

At first glance the articles on "Visual Education for Workers" on page 20 and "An Individual-Centered Class," page 12, which deals with a college classroom, may seem not to have much significance for public-school teachers. However, we feel that both articles are concerned with techniques of teaching which may be applied in any field or level of education. Comments would be appreciated.

The President's Page

Is Our Union Controlled by Communists?

PUBLIC CHARGES have been made from time to time that the American Federation of Teachers is "controlled by the Communists." Now the Dies Committee, for reasons of its own, has begun hearings on the affairs and politics of the Union. The purpose, the moving forces and the consequences of this inquiry are by no means clear. Its pattern, like American life in general, is doubtless full of inconsistencies, contradictions and ambiguities. In this situation, amid the heat and passion of bitter partisan struggle, the maintenance of a calm and tranquil spirit is the counsel of wisdom. Nevertheless we are under obligation both to the American people and to ourselves to make a clear and candid statement on the major issues involved.

It is true that members of the official Communist Party are enrolled in the American Federation of Teachers. It is also true that organized units of the Party have operated in certain locals and in the national organization. Anyone at all familiar with the Union, however, knows that the Communists constitute but the smallest fraction of the total membership. On the other hand, because of their solidarity, their loyalty to the "Party line," their tenacity of purpose, their unflagging zeal, their practice of anonymity and their methods of work generally, coupled with the indifference of many non-Communist teachers, their influence always greatly exceeds their numbers.

In recent years, under the aegis of the "united front," they have seemed to achieve new heights of power. This achievement, however, though the occasion of much self-congratulation on the part of Party spokesmen, is essentially spurious. By outwardly abandoning many of their doctrines and deliberately advocating policies which they knew liberal-minded teachers would be inclined to support the Communists often deceived themselves into thinking that they were exercising the role of leadership when they were merely marching with the crowd. That they can actually deliver this crowd to any destiny of their own choosing has been proved false by the events of the last three months. The allegation that the Party controls the Federation is clearly contrary to fact. At various times and places, along with other political factions and politically ambitious persons and groups, it has split locals by methods of manipulation, achieved a precarious temporary control in some communities, hampered the work of the national organization and driven teachers from the Federation. But to speak of control is to credit a boast which no sober Communist would make unless he were

reporting his successes in Moscow with the hope of being awarded the "Order of the Red Banner of Labor." The fact that, both as individuals and as an organization, they customarily resort to secrecy and anonymity reveals a deep sense of inadequacy and weakness. Openly working under the banners of Communism, they would be quickly shorn of influence.

The American people, however, are entitled to know not only whether the Communists control the Federation but also where the Federation stands on the entire question of totalitarianism. Although no official position has been taken formally on some of the points at issue, I am convinced in the light of innumerable conferences with Union members of all ranks in many parts of the country during recent months that there is widespread agreement among us on social orientation and purpose. We are devoted first of all to the defense of the economic, civic and professional rights and interests of teachers, the guarding and improvement of public education and the conservation and development of our American democratic heritage. We are utterly opposed to the domination of the Federation by any political faction or partisan body whatsoever. In particular we are unalterably and unequivocally opposed to totalitarianism in every form. We are opposed to any movement or tendency that repudiates the civil liberties, nurtures the idea of violence and dictatorship, and looks with favor on a regime sustained by machine guns, secret police, bureaus of propaganda, concentration camps and firing squads. We are opposed to any party or order that takes political instructions in the least detail from any foreign government or power. In still greater particular, we are opposed without exception to the current political movements and patterns known as Communism, Fascism and Naziism. Knowing, however, that these movements and patterns arise from conditions of insecurity, misery and frustration, we are equally opposed to all tendencies, however respectable their guise, which drive men and women first to contemplate and then to embrace desperate measures. We are convinced, moreover, that the greatest threat to American democracy comes, not from doctrines and movements imported from beyond the seas, but rather from our failures at home. Neither the Dies Committee nor any other influence should be permitted to shift our major attention from this fundamental truth.

We believe that teachers above all others must oppose without ceasing every effort and every movement calculated to limit and crush the freedom of the human mind. If we are true to our own calling we must believe in education and enlightenment as the way to a better world. We and our craft, as we understand the processes of education, would be the first casualties of the triumph

of dictatorship in our society. Less than any other body of citizens can we afford to serve as a "front" for any movement that can even be suspected of being disloyal to the democratic process. At the same time we must steadfastly defend freedom of conscience for the individual, refuse to countenance heresy-hunting in any and every form, cultivate a spirit of tolerance and charity and welcome to the Federation all teachers in our public schools.

Believing all of this, as we do, we do not hold the Dies Committee beyond criticism. On the contrary, as American teachers and citizens, we have the right and the obligation to criticize this or any other committee and to

insist that it conduct its operations in the spirit of democracy. Because of the anxieties generated among our people by the war in Europe, we must all be vigilant lest an organ of government, created to combat "un-American activities," be converted into an instrument of "un-Americanism." If this committee should serve to weaken our civil liberties, propagate a spirit of intolerance and bigotry or crush the efforts on the part of working people to organize, it might itself become the agency of introducing into American life the philosophy of totalitarianism. Against this we must be ever on our guard.

GEORGE S. COUNTS

Toledo Closes Its Schools

Harry D. Lamb

THE TOLEDO public schools are closed. They are closed for an indefinite period. The Board of Education has promised that the minimum of 32 weeks as required by Ohio law will be offered; beyond that they can make no statement. Closing came after the failure to pass a 2-mill additional levy and the renewal of a 2-mill levy which has been in existence for the last twenty years.

The opponents of the levy, who proclaimed brazenly that the schools would not close if the levy failed, made every coercive effort to see to it that the schools remained open. This of course is a reversal of position, historically, but it is a surface change of heart really. The Allied Taxpayers of Lucas County, the Toledo Real Estate Board and Walter Beartschi, head of Friends and Neighbors, formerly allied with Father Coughlin, are not really interested in seeing that a good educational plant operates in Toledo; they are really interested only in the surface appearance of a good school system, which to them means only that the schools remain open so that real-estate values do not suffer.

Now that the schools are closed, various interests are being adversely affected. The lessened buying power of 2,000 school employees and their families is noticeable in the community. Closing the schools of a city as large as Toledo is news of major importance—it has been carried by United Press and Associated Press. Newspaper Enterprise Associates sent in a reporter from Cleveland to get the story; *Life* sent in a newsman and photographer, but empty buildings are not *Life*-like and it is doubtful whether he snapped any. But the closing of any large city school system is a disgrace to the city, and its repercussions are immediately noticeable in the business life of the city. The president of Franklin Creamery Company, Irving Reynolds, demands that the schools open Monday, December 4. He may be motivated by a sense

of civic virtue, but he operates the largest chain of ice cream parlors in the city, most of which are near public schools, and open schools mean more sales of ice cream. He offered no solution to the economic problem confronting the schools except cutting the budget—which means cutting salaries or eliminating essential educational services. The Toledo Real Estate Board went on record against the levy, sent its secretary, Carl Brandes, to Dayton to find out what steps had been taken there to re-open their schools. He came back empty-handed. Now that the Real Estate Board has found that real-estate values depend upon a functioning school system, they are anxious that the schools re-open. They have attempted to get the school employees, especially the teachers, to offer to serve without pay so that school could continue. Real-estate interests made every effort to defeat the levy; they are making every effort to force the opening of the schools, but they are unwilling to make the effort to pay the taxes on real estate which are necessary to maintain Toledo schools at an efficient level.

Toledo school employees are being branded as "strikers." The levy opponents call them selfish and hold them responsible for the closing of the schools. This is a dust screen to cover up the fact that real estate is the tax striker in Toledo. The tax duplicate in Toledo has shrunk from \$619,000,000 in 1929 to as low as \$405,000,000 in 1935 and after a reappraisal went up to \$449,000,000 for 1939. And the county auditor, Hale Shenefield, who advocated the reappraisal was bitterly fought by real-estate interests and lost re-election last year. The reappraisal chiefly affected industrial and commercial properties. The present state of tax delinquency in Toledo is chiefly attributable to the real-estate companies. Naturally enough the selfish interests of the small homeowner were appealed to throughout the campaign against

Mr. Shenefield and again were revived against the school levy. Actually the school levy would have cost the average small homeowner not more than an additional \$6.00 per year. The tax rate in the Toledo school district is 19.6 mills, of which the schools receive approximately 40 per cent. In other words, the average homeowner is paying a total of \$24 annually to support schools. The cost to educate a single child in Toledo (1937-38 figures, U. S. Office of Education Pamphlet No. 86) is \$107.39 as compared to the national average of \$120.87 for cities of our classification. The difference between what the small homeowner pays and the actual cost to educate one of his children is borne by industrial and commercial properties, by holders of speculative real estate and by childless property owners. The picture as a whole since 1929 reflects an even greater advantage to real estate. The Toledo schools received \$4,355,669 from local real-estate taxes in 1929. In 1938 this had been reduced to \$2,400,225. The State of Ohio Foundation Program supplied \$1,370,000 but this still left a shortage. But state aid does not come from local real estate, and since 1929 local real estate has been relieved of nearly \$2,000,000 annually for support of schools. Had the 2-mill additional levy passed, local real estate would still be paying approximately \$1,200,000 less for schools than in 1929. Real-estate companies with new subdivisions to sell demand school facilities and use pressure to obtain them. Ironically and logically the schools have no choice in the source of their local revenues other than levies upon real estate—and it looks like a stalemate for some time to come.

During the campaign the opposition through Mr. Beartschi and the Allied Taxpayers attacked the Toledo schools, comparing their costs with those of Columbus, Ohio. To those familiar with the two school systems it is obvious, as a former state inspector of schools recently asserted, that the only similarity is their size. Toledo has kindergartens; Columbus has not. Toledo offers outstanding work in art and physical education. Toledo has vocational education programs that if continued will be a model for the nation. Columbus spends less than a thousand dollars annually in vocational education. Hence, comparisons between the school systems are unjust.

Salary schedules of Columbus were held up as desirable for Toledo by the Allied Taxpayers of Lucas County, Inc. A. L. Keller, executive secretary, asserts:

The Toledo School Board can operate with an annual surplus, if they will reduce salaries to the present Columbus base rates as shown below:

	Grade School		High School	
	Minimum	Maximum	Minimum	Maximum
Columbus . . .	\$1000	\$2000	\$1250	\$2625
Toledo	1360	3010	1360	3010

As a matter of truth, Toledo operates on 88 per cent of the basic salary schedule; consequently a correct salary schedule for Toledo is as follows:

	Grade School		High School	
	Minimum	Maximum	Minimum	Maximum
Toledo	\$1196.80	\$2648.80	\$1196.80	\$2648.80

And as a matter of truth a "money" saving could be effected by lowering salaries to the Columbus level. It is not true, however, that the saving would be as great as Mr. Keller's estimate. The average salary paid in Columbus to elementary school teachers in 1938-39 is less than in Toledo; Columbus pays more to junior-high teachers and less to high-school teachers. The total "saving" would be approximately \$300,000, but Toledo's annual operating deficit is \$600,000, a difference of approximately \$300,000. This fallacious comparison was used for campaign purposes to indicate extravagance by the Board of Education, and is again being circulated as evidence of the rapacity of Toledo teachers. School levy opponents claim the 2-to-1 defeat of the levy was a mandate to the Board to cut salaries and live within the funds available.

Because the Board itself closed the schools, teachers and other employees have never been required to state their position. All employee groups, however, are backing the administration and the Board in this action. For seven years school employees have taken pay cut after pay cut, have borrowed against checks several months past due, have bought necessary classroom materials from their own meager funds and have carried on welfare work in their own schools. Sentiment of school employees against continued attacks upon the educational system has possibly never been more unified than it is now. When in 1936 and 1937 levies were defeated and schools remained open through deficit financing, the public was unappreciative either of the sacrifices of school employees or of the astuteness of the Board in handling its funds. In fact, this levy was opposed on the grounds that previous levies had failed but the schools remained open and the schools were again crying "wolf." Since damnation followed either course it seemed better to the Board to close the schools and redeem the campaign statements that inadequate revenues were available for a decent school program.

The saving of salaries and operating costs for the six weeks of no school would be approximately \$600,000. The deficit at the end of the year will still be approximately \$400,000. Consequently it is evident that closing for six weeks is not a solution to the problem. To live within the budget would mean the elimination of many vital services or cutting wages approximately 25 per cent for the remainder of the year if schools reopen in January. That means that school employees would receive roughly about 65 per cent for the last five months; 73.6 per cent of basic pay for actual teaching time, and counting the six weeks of pay lost through closing, about 62 per cent of their basic salaries. It is a sorry prospect not at all enlivened by the fact that many vital educational services—sometimes called "frills"—are likely to go under the axe of "economy" unless there is an awakening of the public conscience.

People are starving in Toledo. School children by the score have fainted from hunger. The city relief program

has broken down, through inadequate finances. A September, 1939, 1½-mill special levy for relief was defeated even more ignominiously than the school levy. The opponents of the school levy were those who opposed the relief levy—man for man, organization by organization. But opposition to real-estate taxation is so strong that Toledo with \$10,717 per pupil real-estate valuation will

not tax itself for schools or for relief. The *Toledo Blade* newspaper after weeks of promotion reached a \$10,000 total for food for hungry school children. Food service is being maintained in the schools from this private charitable fund—and this is the only activity for which Toledo schools, potentially one of the finest school plants in the county, are now being used.

Cleveland Teachers Go Payless

Michael J. Eck

BECAUSE THE Cleveland school district cannot procure sufficient revenue to maintain 100-per-cent salary restorations voted for teachers and other school employees, salary payments must be deferred for the last few weeks of 1939.

That was the decision of the pro-labor Cleveland Board of Education at a meeting held on November 24, 1939. Representatives of the Cleveland Teachers Union and other employee organizations urged the Board not to close schools and offered to go without pay until the shortage could be met.

Once more, therefore, school employees agreed to subordinate their needs to the needs of the school system in the hope that patrons of the school district eventually will provide money to restore them to normal salary schedules.

Deferred payrolls are in order in spite of the fact that approximately \$4,000,000 of Cleveland school funds lie unused in Cleveland banks. It has been common practice to use this excess in taxes collected for debt retirement as a loan, except that the interests which always oppose adequate salaries and educational opportunities have threatened to sue Board members on the ground that such transfer would be illegal. All three daily newspapers in Cleveland joined the clamor against the Board and raised cries of "reckless spending" because funds were inadequate.

The history of the Cleveland crisis is as follows:

Early in the depression lobbyists for the budget-cutters succeeded in getting the voters to pass a constitutional amendment limiting the number of mills which could be levied without a vote of the people to 10. At the same time, real-estate interests fought and won a battle for lowered tax valuations. In Cleveland alone, in 1932, some \$200,000,000 of value was removed from the tax duplicate of the Cleveland school district, and tax income was reduced shortly afterward to a new low level.

Teachers' incomes bore the brunt of the reduction. Salary increments were suspended in 1931-32. The following year one regular increment was given, and then

all salaries were cut 15 per cent. For the last four months of 1933, school employees suffered a total cut of 40 per cent. From January to September of 1934, a cut of 11 per cent was added to the previous reduction. In May, 1935, a one-third increment was granted for the balance of the year. The following year a two-thirds increment was granted from January to September, 1936. In 1936-37 salaries were restored to 85 per cent of normal, and the tax groups and other special interests demanded that they be frozen at that point permanently. For the next two school years the Board voted 96-per-cent salaries and, effective in September, 1939, 100 per cent.

The salary committee of the Cleveland Teachers Union carried on research which showed that preceding non-labor Boards had penalized teachers a total of \$6,440,104 from 1932 to 1936 by cutting wages while bond payments were being made on time and in full. From 1931 to 1936, the aggregate loss to teachers because of withheld increments was \$3,228,000, a total loss in six years of \$9,668,104. Almost \$10,000,000, then, was the contribution of Cleveland teachers to the maintenance of the schools at a time when \$11,454,000 of school funds was used to pay bonded debt.

Last May the Union published this characterization of the present Board of Education, five of whose seven members were elected on a labor-supported slate:

The present Board is willing to hold conferences with employee representatives relative to policies, and to accede to reasonable requests. It is willing to budget on the basis of need rather than on a cautious estimate of the funds available, as was the consistent policy of its predecessors.

The city of Cleveland and Cuyahoga County have proceeded upon this latter basis, and the public has responded to the necessity of providing the funds. We are confident that the Board of Education will receive similar backing.

At the present time no decision has been reached on whether a special levy to restore salary cuts will be submitted to the voters in 1940. Anti-tax groups probably will oppose such a move, though the *Cleveland Press*, original paper in the once liberal Scripps-Howard chain, has announced that it will approve a levy "provided the Board agrees to live within its income."

defeat of a levy three years ago which would have permitted the schools to abolish depression paycuts. At that time the *Press*, and other papers, argued editorially that the Board was asking for too much money. Union leaders informed the executives of that paper that the excess, if any, would be used to bring salaries as close to normal as possible. The *Press* nevertheless urged the defeat of the levy, and it was voted down. This year the *Press* editorializes that the Board has been guilty of reckless spending because it restored salaries to teachers when the funds had not been budgeted. In other words, the Board was wrong when it sought extra funds and wrong when it restored wages in the hope that the public would support the restoration.

The Cleveland schools now are spending at approximately the 1934 rate of going, which was excessively low. The Cleveland school district has the lowest tax rate in its county for the 12 city school districts. It has the

lowest per capita debt of any of the 12 school districts, and its per capita operating costs are lower than those in most of the principal suburbs. Its bond rating is excellent, and its financial operations entirely in the interests of the schools and the people who support the schools.

For example, the school district has reduced its share of the Cleveland's tax dollar from 40.5 per cent in 1930 to 30.7 per cent in 1939. In the same period, the city increased its share from 36.7 per cent to 47.2 per cent, and the county from 16.8 per cent to 22.1 per cent. Thus while the schools were reducing the tax burden, the other two major subdivisions were increasing it, so that the saving in school operations was not passed on to taxpayers, but was absorbed by city and county.

These are facts not widely known, because largely they have been ignored by the newspapers and other agencies of public information. If they were known, there would be little question of public support in this emergency.

Excerpts from the Report of the Special Committee on Economical and Efficient Education of N. Y. State Chamber of Commerce

1. Whether or not anything needs to be done with or to the New York State educational system depends on two things:

- (1) Whether the system is delivering to the citizens of the State all that it should and nothing that it should not;
- (2) Whether the amount which the State is now spending on education is being spent intelligently and whether it is greater than the State should spend.

2. The great purpose for which the schools were founded is to preserve and strengthen the State by making better, abler citizens. Other benefits derived from it are secondary.

By and large states are not preserved and strengthened by culture or education or knowledge. They stand on character, morals and physical well-being.

A review of history indicates that as culture rises, morals and physical well-being go down and that often the destruction or disintegration of the State has followed.

3. We place FIRST on our list of things necessary to produce "The Schools New York State Wants" a Deep, True Religious Understanding and Viewpoint.

4. . . . the question of health . . . we place SECOND in importance. . . . We need to build powerful bodies and nervous systems quite as much as educated minds. . . . The State has been doing something along this line, but it should do more.

5. The New York State schools are educating youngsters to make them better citizens. Two things are especially necessary for that . . . a knowledge and appreciation of our political system . . . and . . . a better understanding of international conditions and relationships.

6. Our experience and our observation convince us that a large percentage of students in every grade are just trying to get by, to stay in. . . . When they get out they cannot spell—they cannot write—they cannot speak on their feet—they cannot read out loud—they cannot compose a good letter or statement—they cannot multiply 4 by $3\frac{1}{2}$ and divide it by 7 without a pencil and paper and a considerable time. We realize that it is very difficult to make students serious and thorough with their work—but somehow it must be accomplished.

From the standpoint of a youngster's value to the State—from an educational standpoint, from a cultural standpoint, from the standpoint of employers—it doesn't matter much what

a youngster studies or how much ground he covers; the all-important thing is how well he plans and accomplishes what he undertakes to do. Better they spend their time working or even in the ball parks—anything in which they are doing what they do the best they possibly can and with interest.

The greatest factor in arousing that interest on the part of students is the teachers. The importance of their being able and inspiring cannot be overstressed.

Outside of religion and health, perfect, complete work is the most important thing and the thing of which there is least.

7. . . . there is a definite line which must be recognized and that is the line between the amount of education it requires to kill illiteracy and the amount of education we give beyond that point. We must not have an illiterate people; all but defectives must be taught to read, write and figure reasonably well. But there is a fair question as to how many should go farther. Some do not want it, others are not fitted to take it, and these should stop when they have passed the point of illiteracy. The State must endeavor to carry all the youngsters up to that point, but beyond that point youngsters will do better if they have to put up a real fight to go on, and beyond that point it is a fair question whether the State should bear all the expense or whether parents who are amply able to educate their own youngsters should pay for it.

In not carrying students too far and in having parents who are able to do so pay the cost of all education beyond illiteracy is found a means of reducing the cost.

8. The vocational field is as wide as the combined life works of all the men and women in this country, and we may as well face the fact that many young men cannot get employment if they get no vocational training and neglect their opportunities in school. . . . Some of our young people so inclined should have diplomatic training—and a knowledge of foreign nations and their business activities.

9. We would propose that there be appointed a "carrying-on" board or commission, with very considerable power, to take the work done by the Inquiry and from that and from what else the new body can uncover to set up and accurately define an ideal state educational system. . . . It should not be made up of educators alone—because educators could not avoid having the present system too much in mind. One-half its personnel should be sound, able businessmen with successful records, high intelligence and time enough available.



Supervision—Theory and Practice

Samuel Tenenbaum

THE SUPERVISOR, according to textbooks on the subject, exists to help teachers do better teaching. The theory rests on the assumption that the supervisor is superior, a sort of an expert, in the educational process and therefore can help teachers in the dilemmas that confront them. The question arises, Are supervisors friends, helpers of teachers?

As a teacher in the New York City school system, with its more than 800 school organizations and approximately 38,000 teachers, I naturally hear a great many teachers talk about their supervisors. What impresses me most is that they nearly always regard the supervisor as a "task-master," a "boss," someone to be feared, someone to whom to cater so as to avoid his enmity. Hardly ever do teachers talk of him in terms of the beautiful philosophy propounded in textbooks.

That the principal or any supervisor is a "boss" I took for granted, so much so that when the thought occurred to me that he shouldn't be, it struck me as an amazing revelation. His job really is not to harry teachers, not at all. He is supposed to help, guide, befriend teachers. All the leading authorities in education say that that is his function. All the textbooks in supervision assume that that is what he is doing. But I've listened to teachers and hardly ever have I heard practice square with theory. I believe that what is set down here presents a better picture of actual practices and relationships between teacher and supervisor than that found in a textbook written by a college professor.

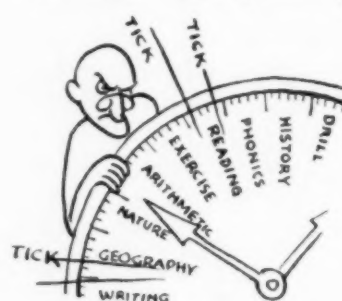
In all instances I found teachers very much concerned at the prospect of a visit by a principal at an inopportune moment. Hence, whenever a principal has visited a teacher, her colleagues invariably ask her, "What were you doing?" If, when he visited, she was busy with some important-looking work, three-quarters of her worries are over. However, if he happened to come in during a lull in the lesson, when the children were doing busywork or when the teacher, fagged out by a previous lesson, plopped down to rest, then she is in great fear and experiences sleepless nights in the belief that she did not make a good impression. And she is justified in that feeling, for many principals become irritable and grumpy and nothing she can do will wipe out the first impression. In fact, the principal is apt to drop in shortly again, in order either (1) to catch the teacher in the same position, or (2) to make sure it does not recur. Sometimes this leads to ridiculous situations. One teacher came to school one morning without breakfast. She thought that she could do without it, but found that her appetite was becoming



troublesome. She took her lunch and asked a child to stay in the wardrobe. She stuck her posterior outside and the eating portion of her body inside and proceeded to gobble what food she could. In case of an unexpected visit, the teacher had the child handy as evidence and she intended to retrieve her honor by explaining that she had to discipline the culprit.

In one school a principal ordered his teachers to coach children in the standardized intelligence and achievement tests. He wanted, he explained, to "raise their I.Q. and E.Q.," believing that a low average I.Q. for his school reflected poor and unsuccessful teaching and, consequently, poor supervision. When there was a district survey, he would go from room to room frantically coaching the children in various standardized tests, hoping to hit the one selected by the board. Nothing made him happier than to discover a new standardized test to add to his copious collection.

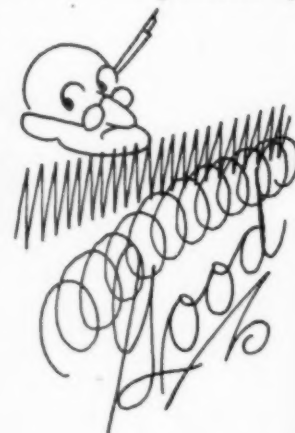
In another school, the big thing was timing. The



teachers had to follow the program. A glance at the program of an elementary school makes one think of a six-day bicycle race. Five minutes are devoted to class hygiene, ten minutes to reading, six minutes to phonics,

fifteen minutes to history, two minutes to setting-up exercises, etc. If a teacher was off schedule by as much as five minutes, the principal would demand the reason in an impervious tone. If she explained that some untoward incident occurred, then she was protected by this rule: Any teacher who was off schedule was required to notify the office. If she had done this, she was saved. If she hadn't, woe betide her!

To one principal nothing mattered but good penmanship. The result was that the teachers would pick out good penmen and have them rewrite all papers that did not come up to standard. One morning the principal,



holding a set of papers in his hand, came into a room and called for Tony, a well-known problem. With all the flourish of a Legion of Honor ceremony, he planted on Tony's shirt a button denoting merit in penmanship. Tony, overaged, overgrown, never having learned either how to read or write, looked mystified. He probably did not know the paper for which he won the award was written by one of the school's famous penmen.

There was a superintendent in one district who liked flashcards, and, of course, the principals and the assistant principals in that district were convinced that there existed only one right way of teaching and that was the "flashcards-and-more-flashcards" method. They hounded the teachers, concentrating on those about to be visited, for flashcards in nature, phonics, history, geography, arithmetic, etc. In fact, you were judged as a teacher by the extent by which you could somehow or other twist each subject into a flashcard type of pedagogy. They even got, the story goes, a teacher of swimming to teach her subject by the flashcard method. The teachers stayed in afternoons at school and evenings at home making flashcards. Their closets bulged with them.

In one district, there was a superintendent whose inspection was concentrated on poetry and spelling. Of course, the school's supervision was concentrated on that also. But this superintendent would ask a line of



poetry. Again diagonal and criss-cross lines would stand, and to each child he would say, "Next stanza." One of the new teachers, who had just taken a course in psychology with Dr. Pintner of Columbia University and had come away imbued with the importance of the whole method, had taught the children poetry accordingly. The children, apparently, knew the entire poem. But when the principal came to check up before the expected visit and duplicated the superintendent's procedures, he could boom, "Next stanza," for a week and a day and the children couldn't vomit back the next dozen lines or so. The teacher



explained the situation. "Those children don't know their poetry," insisted the principal, obviously irritated. Explanations were futile. And thus the poor teacher had to teach poetry, despite Pintner and psychology, stanza by stanza.

In the borough in which one teacher's school was located a new type of report card had just been introduced, one basing its marks, not on abstract achievements, but on achievement in relation to each child's ability to learn. But even a wise administrative move couldn't defeat that principal. On a visit to a 4A class, she said to the class and teacher, "Miss — will give you your I.Q.'s and make sure to take it home. She will also explain in what group you are, whether above or below average." And this was done, for the teacher was afraid to protest.



In one school the principal prides himself on having evolved a method by which all children will learn their spelling. A child from each row *must* go to the board and write a word. "By doing this," explains the principal, "each row feels represented and makes each child in the row feel as if each mistake is his own." Of course, since the child feels that way, he must necessarily note the error and will inevitably make sure to learn the necessary corrections. Now, isn't that socialization!

In another school the teachers are tortured—some have succumbed to all sorts of nervous ailments—by a principal who wants each child up to par, or else. . . . The scheme follows this pattern: The children are tested with standardized tests. Those children who fall below the norm keep a record of that fact in their notebooks. Each teacher must send periodical reports of what she is doing to bring the child up to the norm. The theory is that for all ailments there is an educational remedy and if the teacher is good, she knows the remedy and applies it and presto! the problem is solved.

In one instance, a crotchety supervisor got teachers to take the tests home and rewrite them. If the teacher brought in an average of 85 per cent, he would look dolefully at the mark and say that Miss So-and-so, who had the same grade, had an average of 88 per cent. When the writer last heard from the school the averages were in the 90's, and probably by this time they have achieved perfection.

These are incidents taken out of teachers' lives. Many more could be quoted, but sufficient evidence has been given of the kind, the character and the philosophy of the supervision that is traditional. Teachers know from experience that most principals have pet notions. Some will want spelling taught with a wave of the hand or a red pencil. Others will demand display teaching, something with which they can show off; others will insist

on scrupulously neat rooms; others will want all lessons taught with a plethora of pictures; others will want health inspection conducted with the child twisting his ears at an angle of 45 degrees. This applies to honest, above-board supervisors and does not include ugly supervisors, those who snoop behind half-open doors, who solicit tale-bearing and the like. The idiosyncrasies of principals are unlimited. The principals have collected them from various sources—from their old normal school, a suggestion by a superintendent, some leaflet or maybe a book they read many years ago. But all teachers know this: Woe betide the person who does not cater to a principal's idiosyncrasy!

It is for this reason the first question teachers ask when appointed to a school is, "What sort of principal is there?" And this quest for a good principal—one that will not plague them—is a never-ending one for most teachers. Those who have found such are indeed envied by their colleagues.¹

¹The writer is fortunate in this regard. His principal is a woman of culture, sympathy and understanding, and uses—a rare trait indeed!—authority with discretion and wisdom. All the writer need do to make another

As a classroom teacher, when I read textbooks about supervision, I wonder how there can exist such a cleavage between theory and practice. The supervisor in the textbook is held up as a helpful person, kindly, cooperative, superior in the techniques of teaching, welcomed by teachers because he aids them with problems. From experience I know that it is the rare exception that exemplifies such attitudes. A more realistic concept of supervision, the kind that is actually practiced in the classroom, is exemplified in the foregoing incidents. This type of supervision is dogmatic, dictatorial and, as often associated with these traits, stupid and frequently vicious. It is because of this type of supervision that teachers are, the writer believes, timid, easily frightened, scared to have an opinion of their own.

teacher envious is to describe his school and the principal's behavior. He never until he was appointed there could believe that any school could function with so little coercive authority and with so much individual self-direction and self-disciplining. In this school teachers initiate most of the projects, and for that reason they are carried out, not as a task, but with enthusiasm. Anyone who doubts the value of such administration need only talk to teachers in the building. He would find them devoid of tension and nervous strain, enthusiastic, glad to confess, "I never thought teaching could be so pleasant." This is set down as a deserved tribute because the writer knows that such supervision is a rare phenomenon indeed!

An Individual-Centered Class

Nathaniel Cantor

DURING THE past decade many administrators and college professors have been disturbed by the confusion regarding the goals of American higher education. The different objectives of the colleges of arts and sciences can be classified under four different heads, the development of civic responsibility, training for vocational competence, for character development, and for critical thinking. These goals are not necessarily contradictory, but in emphasizing one point of view, the others are in practice often ignored, denied or denounced.

In light of the current political, economic and social changes a particular philosophy of education cannot readily be proved to be sound nor other points of view pernicious. Nevertheless those who are actively and sincerely engaged in the teaching experience do hold an implied or explicit attitude toward the purpose of education.

For myself I believe that the development of one's personality through *emotional* growth should be an important goal on all levels of liberal art education. (This statement would, of course, have to be qualified when applied to fields of technical knowledge such as mathematics or Anglo-Saxon.) Even in the more technical fields, however, where the accumulation of *data* is most important, it is easy to overlook and remain unaware of the psychological "fields" within which the learning process occurs.

The attitudes which accompany and follow the gather-

ing of the "facts" are of greatest import for one's relation to oneself and to one's society. We must ask ourselves the fundamental question raised by Robert Lynd, "Knowledge for what?" One accumulates facts in homeomorphic geometry, Anglo-Saxon, comparative anatomy of vertebrates, industrial chemistry, petrography, Spenser and his age, Byzantine poetry. What has all of this to do with a liberal education? More directly stated, what do the facts mean to persons seeking their way in the world? Facts must not merely be gathered. They must be assimilated into the bloodstream of living reality. Diversified knowledge must become integrated; otherwise it becomes an intellectual Sears Roebuck catalogue held together by a diploma.

The "well-trained" students in the universities of Germany and their scholarly faculties became the backbone of National Socialism in Germany. They have developed Aryan sciences. It is within a framework of feeling, of inarticulated beliefs, desires, hopes and fears, conscious and subconscious, that knowledge is utilized, if at all, for good or evil.

Virtue cannot be taught. It must be learned through "insight" and practice. The teacher can but provide the motivation. We have learned that individual personality is a dynamic process in and a product of complex biological and social forces. This more recent attitude

of what Man is like has guided specific research in the social sciences. It has also become a general point of view, a working philosophy of life, which we can label "mental hygiene."

The mental-hygiene attitude aids one in interpreting one's own experiences as well as those of others. The primary question in the minds of those who share this view is, "What does any particular experience *mean* to the person in question?"

The students' education in a particular subject matter does not begin in the classroom. They bring with them to the classroom tensions of all kinds. They are seeking release of and satisfaction for their aggressiveness or timidity, hostility or submissiveness. Some have to compete, others have to recoil. They want approval or wish to avoid disapproval. Their attitudes toward authority are projected upon the instructor upon whom they depend or against whom they rebel. In every case the student will select out of the classroom environment those portions of it which fit in with his personality needs at the time. The meaning of what takes place will be different for every student.

Students, on the whole, are not aware of these tensions. They fail to understand why they talk too much or not at all, why they feel uncomfortable when called upon, why they resent the criticism of the instructor, why they fail to pay attention to the lecture or their work. The instructors, most often, it seems, do not understand that the classroom has become for them an arena in which *they* can exploit the students for the release of their own emotional needs to dominate, to exhibit themselves, to excel, to be approved of, to create or to rationalize their own shortcomings.

Most of the subject matter in the liberal arts college is of secondary importance both for instructors and students. The *way* it is "taught" and the *way* it is "learned" is of prime importance. It is in the process and not in the content of education (process and content are only analytically distinguishable) that instructors and students express their real needs and seek their basic emotional outlets which are so important for satisfactory adjustment to people and situations. Students will react to and with what is offered them only in light of the constellation of experience they bring to the classroom—which is idiomatic for each of them. This is why no one can teach anyone anything. People can only learn—through self-discipline. The teacher can set up only the conditions for growth. What happens to the conditions depends upon one's capacity, readiness and willingness to learn. One does not learn from one's own experience or the experience of others unless one goes to experience to learn.

The point of view just described radically alters, it seems to me, the traditional points of view regarding the function of the instructor, the responsibility of teacher and student, the roles of discipline and authority, and the relation between the subject matter taught and the kinds of knowledge and attitudes acquired. A good sized

volume would be required to develop the implications of the statement just made. (Such a volume has recently been written. S. R. Slavson: *Character Education in a Democracy*, 1939.) In what follows the attempt is made merely to indicate in a general way the changes which occurred in a particular course because the writer accepts the above point of view.

I should like to describe one of the regular classes in the Department of Sociology of a college of arts and sciences. The title of the course as listed in the college catalogue was "Culture and Human Behavior." The class numbered twenty-eight students. The room assigned was typical of the average college classroom; the instructor's desk fronted parallel rows of seats. I arranged to have the place of meeting changed to a similar room where several tables were placed alongside each other surrounded by chairs forming a circle. Each of us could observe the others. No seats were assigned. The students and the instructor sat where they pleased. Smoking was permitted. The class met for fifty minutes three times a week. The basic book material used was Plant's volume, *Personality and the Cultural Pattern*. Ruth Benedict's *Patterns of Culture* and articles by L. K. Frank, Abram Kardiner and Frederick Allen were also used.

The class met for the first time. The students were asked to study suggested readings either before or after they were considered in the classroom discussion. They were also informed there would be no record kept of class attendance, no usual periodic examinations and no instructional spying to discover whether the material was being read. They were told they would be responsible for a mid-semester and a final examination. I then stated we were concerned with the study of personality development in culture and I had doubts as to the meaning of these terms. Perhaps the students shared my doubts. "Would anyone care to comment?" This started a discussion which continued throughout the half-year.

There was no lecturing at any time. No particular student was ever directly asked to answer any question of the instructor. Students asked each other questions and often directed questions to me. Sometimes I would try to answer but more often would reply, "What do you think?"

During the first few weeks five or six students, in this as in the usual class of the same size, carried the discussion. In succeeding weeks an increasing number of students participated. By the beginning of the fourth month twenty-five of the twenty-eight students were more or less regularly participating in the class discussions.

This was accomplished in part by encouraging the students to question my own comments, to criticize my own statements, by my agreement with students' criticisms of my statements and by my confession of ignorance about many of the issues raised. I tried my best to create the feeling that as their teacher *I had nothing at stake*.

Throughout the term, during every meeting, the question constantly in my mind was, "What does what is happening mean to each student—and to me?" Keeping

myself out of the discussions and deciding when to participate was a difficult task. Another difficult problem was to decide at what point the remarks which were of importance to the *students* carrying the discussion had become irrelevant to the subject matter of the course (although not for them).

I tried to watch the facial and bodily gestures of the group for signs of boredom or interest, of wanting to speak or of trying to avoid discussion. Through facial or hand gestures of my own I sought to encourage some to speak and to discourage the garrulous.

At times I felt the presence of authority blocked freedom of expression. At these periods I excused myself from the room, returning five or fifteen minutes later, unobtrusively seating myself at the rear of the room. Invariably upon my return I found discussion at full swing. Upon occasion, when I was unable to be present, the class met and continued their discussions without me. Absence or tardiness was rare.

About half of the class members asked, one or more times, to see me privately in my office during the semester.

The final meeting of the class was devoted to an examination which consisted of one question, "What have *you* learned from this course?" I have selected excerpts from four of the examination papers which in a general way reflect the various points of view of the students. I am personally convinced this approach is sound. If the procedure is more difficult, it also brings greater creative satisfaction.

* * *

"I have 'learned' about myself from this course. I know now why I feel and do and say certain things. I think this course has made me realize that above everything else I would like to be completely free. Free from authority, free to think and do and say what I please. I don't mean to infer that I have become a rebel against, tolerate and perhaps laugh at people who are so small and conventional as to be intolerant. This course has taught me not to be satisfied with the majority of my professors and courses at the University. I think that it is both stiff and silly to be in a large class where one sits and takes notes—and perhaps goes to sleep (at least mentally). I also think that it is silly to have to write in black ink, with double spacing on paper so many inches by so many more inches leaving a margin of exactly 1½ inches, etc. It is not how the paper looks that is important; it is what it contains.

"And people are the same way. You cannot tell what they are thinking of or why they are acting as they do just by looking at them. This class has widened my interests—has made me dissatisfied with many things—and has filled a definite and basic need."

* * *

"For a long time I've been one of those people that had an idea—and a good one—that our social set-up is not at all what it should and what it could easily be. But though I had this idea, it was based only on some *feeling* that human beings are not being permitted to fulfill their purpose (and 'purpose' means nothing like their destiny or 'mission,' but simply a complete, thorough, worthwhile, happy existence) as they could. And of course I had substantiated this 'feeling' of mine by becoming, to some rather small and insufficient extent, acquainted with literature which repeats to me that

society is not what it could be and further, what to do to improve it, to *change* it. All this literature was mainly political in its nature. It answered no need of the individual human being. Why?—*why* should we bring about this needed change, what does it *mean* to the individual psychologically? It means more than allowing everyone to have a radio in the house and a car in the garage. Plant has told me what it means—what it means to me and what it means to the society which we mold. And I must say that to realize finally the true meaning of social reconstruction means almost everything to me. Somehow I feel more important to understand this, that perhaps sometime I shall have something significant to say or to do. In a word, I feel as though I have a definite place in society which is so not just because I happen to have been born. No, no such thing as a mission to fulfill, but an understanding of what it's all about. . . .

"And I cannot neglect to comment on how I see college in a new light. My, what couldn't be done to give college *meaning* to people! But in the meantime, at least I look at my own courses differently now."

* * *

"There could hardly be a more difficult question to answer in one way—to outline Plant with discussion emphasis is, I believe, not the point. I haven't learned what personality is—I've rather learned that this concept personality which is applicable to every human being entails an amazing complexity of 'phenomena.' One doesn't understand personality or one's fellow human by reading books but by many and wide experiences. Books can be an opening wedge but actual understanding comes through emotional experience—through reaching the *meaning* of things, of experiences, of people, of conditions, of institutions to the individual. Education can go beyond the lecture and note-taking, the flow of knowledge that we catch at and try to retain for a short while—and become rather a living experience that ties up the 'book-learning' with our own experiences, that gives meaning to it for us and thus is deeply influential in forming the personality and in growth of real understanding. Schools give rather too much academic emphasis to education. This class has shown that it is possible to make the learning so interesting that the stimuli of grades, of frowning prof, etc., are unimportant if not unnecessary. It will take a long educative process to bring meaning into education for young people. We're not ready to accept the responsibility of finding out for ourselves the factual data that are necessary in training. But a happy balance that would include real interest and *desire* to learn *more* might be reached."

* * *

"This course has affected most definitely my attitudes and feelings concerning anything related to human behavior. It has opened my mind and has developed my thought in the whole field of mental hygiene and Plant's individual-centered culture. Before this the field did not concern me; now it is a catalytic agent to my thinking. I have come to get a better understanding of people—their role as actors and their needs—and of myself and my needs and idiosyncrasies. Above all it has shown me systematically what is wrong with all our systems today—the economic, the political, the educational, etc. Not only has Plant shown what's wrong with our institutions by means of his technique of 'casual breakdown,' but he has presented to us the liabilities and assets that we have at present and has given his 'theory' on what 'should' be done in the future in order to have more balanced lives and general happiness of the people. One of the important things that impressed me personally is that I found out that I was 'living now,' not just preparing for my future in life, and that teaching people how to live is not learning how to live. One can only learn how to live by living."

The Health of the School Child

Max Seham

AS LATE as the middle of the Nineteenth Century, before mental hygiene was even known to preventive medicine, children were compelled to attend school for from eight to ten hours a day for six days a week. Their work was sedentary and static. The monotony and emotional strain of continued mental effort often did irreparable damage to their health, but the schools considered their business limited to the teaching of the three R's and did nothing about it. Repeatedly physicians called attention to these conditions and urged changes in the curriculum, but the old-time teacher, ignorant of experimental and applied psychology, fought hard to retain the existing conditions. In his opposition, the teacher was backed by the school authorities, who put the blame for the ill health of the child on factors other than the school. But finally educators joined forces with the physicians, and from year to year more and more consideration has been given to the health of the child in school.

Thus, as the Nineteenth Century marched to a close, medical inspection was officially established in the public schools of the United States. Research in school hygiene came to life; the school physicians set about to prove the need for the long-awaited reforms. Key in Sweden, Ballantyne and Warner in England, Kraepelin and Burgerstein in Germany, Schuyten in Belgium, Chlopie and Nesteroff in Russia, and Oppenheim and Keating in this country all came to the same conclusion, namely, that many common functional disorders in school children, especially the common behavior disorders such as fatigue and nervousness, originated in excessive strain incident to schoolwork. True, in the light of our more exact methods of study today, their methods seem rather crude. Perhaps their conclusions were not always substantiated by the data which they presented. None the less, their efforts were useful in awakening popular interest in the health of the child, and in giving impetus to the much needed reforms in school hygiene. To a very large extent they were responsible for the present point of view in educational hygiene.

During the formative years of school hygiene, attention had been concentrated on the control of contagious diseases, the detection of physical defects and the improvement of heating, lighting and ventilation in the schools. Today, however, there is an insistent need for a broader and more dynamic program to include mental hygiene. Such a program aims at the fullest possible development of the "whole child" in terms of the social and emotional, as well as the physical aspects of health. It is no longer

enough to inspect and segregate contagious diseases and merely record physical defects which may or may not be corrected. The new school hygiene demands the prevention, early recognition and early treatment of all deviations from the normal that interfere with efficient school work whether they are physical handicaps or behavior inadequacies.

Of our entire population, one-fifth are school children. The health of the school child thus looms large in the health program of any community. We have had half a century of medical inspection, but our practice of school hygiene trails far behind our knowledge of school hygiene. From a conservative estimate, about 18 million sick children from five to sixteen years of age go to school every day undiagnosed or untreated. Fifteen to 25 per cent of our 30 million school children have failed in school work or are failing.

The fact is that today, with the exception of a few experimental schools, there are practically no public schools which provide even fairly adequate health services for the physically and mentally handicapped children; the crippled, the blind, the deaf and the mentally inadequate. With few exceptions, there is no uniformity or standardization in the examination procedure or in the methods of securing correction of physical defects. The records of the findings of the school doctors and the results obtained in the nursing follow-up are seriously incomplete. The present practice of inspection of school children by the teacher for the detection of early symptoms of disease is also woefully inadequate.

Examinations of the majority of school children at the present time are sporadic and superficial. Even in the cities of over 100,000, where a system of medical inspection is in effect, the school physician, in his daily routine, examines 30 to 40 children in a morning at the rate of two minutes per child—sometimes over their clothing. In the majority of cases the diagnosis is obviously only tentative. A final diagnosis and successful treatment are never accomplished.

The situation with reference to mental hygiene in the schools is still more primitive. The few free child-guidance clinics which are functioning are only a drop in the bucket because hundreds of agencies of this kind are necessary to correct the large number of maladjustments that interfere with the optimal mental and emotional growth. The situation with reference to rural communities is, of course, much worse than in the cities.

In conjunction with the Minnesota State Medical Society the State Department of Education mailed 517

questionnaires concerning the need for and supply of school health services to city school superintendents and 58 to county superintendents. Eighty-five per cent of the city superintendents returned their forms to the State Department of Education. These returns, which reported on 400,000 pupils out of a total of 523,000, were tabulated and summarized by the State Department. In only thirty-three of the smaller localities of the state one or two school nurses are employed to protect and guard the health of some 1200 to 2000 school children in each district. In only four of these smaller localities is a doctor or a dentist paid to examine these pupils. A nurse carries the entire responsibility for the health care of the children. The children can be checked only for defective eyes, ears, teeth and tonsils by the nurse. In more than fifty counties in which there are 199,252 school children enrolled, there are no county public-health nurses employed. While in twenty counties with 142,215 children enrolled there is a single public-health nurse in each county. In these counties the survey shows that 80 per cent of the school children are inspected only once a year by the nurse.

City and county superintendents who reported health services for more than 251,000 pupils stated that less than 45,000 pupils were inspected or examined by either doctor or dentist or both. School nurses inspected and carried on follow-up work for an additional 43,000 pupils. Twenty county nurses and other nurses employed at irregular intervals gave an annual inspection to approximately 83,000 children. The remaining 80,000 children received only inspection provided by the classroom teacher.

School superintendents and county superintendents reported that 60,000 children out of the 251,000 pupils surveyed were reported as needing either dental or medical care or both. Where doctors or dentists inspected or examined pupils the reports stated that from 35 per cent to 100 per cent of the children needed dental or medical care or both. The reports from the small city districts that had school nurses stated that from 10 per cent to 50 per cent of the pupils needed medical care. The consensus of the principals and superintendents who answered the questionnaire was that the health status of the school children was inadequate and that medical care both preventive and curative was urgent, especially in the districts where there was no nurse. Phrases such as "extremely inadequate," "the need is great," "far from satisfactory," "the situation is deplorable," "not sufficient," "alarming need," "those who need attention the worst get the least," give one an idea as to what the educators think of this situation in the rural districts of the state of Minnesota.

Practically all principals and superintendents urged that each child be given at least one physical examination each year, and that the correction of the defects discovered be made at a reduced rate by regularly authorized local physicians. They seemed to

agree that rotation examinations by several physicians in a hit-or-miss way was not satisfactory. They thought that the chief reason children did not get proper medical care was that parents were financially unable to buy such care. Many parents also fail to recognize early symptoms of disease and unless this is called to their attention by a nurse, teacher or doctor, they neglect their children over short or long periods of time.

They reported that in a few counties the local physicians, through a financial arrangement with the community or through federal funds, had given preventive inoculations to the children and even diagnosed and treated some of the physical defects. In some districts, very few however, the physicians refused to give their services to the children *en masse* for reduced rates. Although the opinion was practically unanimous that the situation required treatment—drastic treatment, in fact—there was a great difference of opinion as to the exact technique of procedure to remedy the situation.

Among the many opinions on that point, we have the following: "(1) State funds to be distributed and expended by the State Board of Education and the State Board of Health; (2) medical clinics in various centers—not necessarily in the counties—for the indigent; (3) medical clinics in each county, the funds to be local; (4) a set-up in which through reduced fees the local doctors and dentists would supply the medical and dental needs; (5) practically agreed by all that nurses were necessary; (6) a system in which the superintendent or the responsible teacher would be allowed to send any pupil that was thought unfit to attend school to the local doctor; (7) federal aid, either on the basis of part or complete payment for the care of all indigents; (8) socialization of medicine through the supervision and control of the American Medical Association; (9) civic organizations and private charity; (10) health insurance and group-payment plans; (11) doctor should be chosen from the state department Board of Health or some other constituted organization to be sent to the communities in preference to the local physician; (12) a sliding scale to be based on income." Most of the opinions given show an intelligent understanding of the health needs of the school children and a sin-

CLASS RECORD										COMMENT
NAMES	ABSENCES	TARDINESS	DEPORTMENT	READING	ARITHMETIC	WRITING				
Abrams, Joe	23	2		Fair	Poor	Fair	Poor			frequent colds; coughs
Adams, Mary	4½	1		Poor	Good	Poor	Poor			a bright child but inattentive
Ball, Frank	3	0		Good	Poor	Fair	Good	Fair		complaints of eyes
Billini, Nick	7	2		Good	Fair	Good	Fair	Fair		undernourished; does easily
D. Dorothy	1	0		Poor	Good	Fair	Poor	Fair		inattentive; doesn't seem to understand
David	5	8		Fair	Fair	Fair	Fair	Poor		stammers; loses temper; clumsy; can't keep up with group; age in grade
	3			Fair	Good	Good	Good	Fair		out 2 weeks because of lack of shoes
				Fair	Good	Good	Good	Fair		inclined to bully younger boys
				Good	Fair	Fair	Fair	Fair		tries hard; has trouble in
				Good	Fair	Fair	Fair	Fair		has trouble in

NEEDED —
SCHOOL NURSES

NEEDED —
DENTAL CLINICS

NEEDED —
SIGHT SAVING CLASSES

NEEDED —
CLASSES FOR DEAF

NEEDED —
FRESH-AIR CLASSES

NEEDED —
SCHOOLS FOR
PHYSICALLY HANDICAPPED

NEEDED —
CLASSES FOR
RETARDED CHILDREN

NEEDED —
MENTAL HYGIENE CLINICS

NEEDED —
CHILDRENS HOSPITALS

NEEDED —
FREE LUNCHES
CLINICS

cere wish to have something done to solve the problem. As an example, one principal writes, "It is hard to see why people will pay for public education for their children and will not consider public medical care for the same children. The sick child is more difficult to educate. His presence retards the education of the other children and may spread disease. It seems that only medical care that is paid for by the taxpayers will remedy this situation. This medical care should be compulsory to the extent that education is. The difficulty in my community centers around obtaining the services of a physician who can be made to realize the needs of the children and the necessity of attending to these needs without receiving regular rates for each case. The need for medical services is especially great in frontier communities where many poor families are isolated."

Another teacher writes, "On the one hand, school should not interfere with the doctor's practice in any way, nor should they expect physicians to inspect or examine for little or no money. On the other hand, doctors should realize the school's problem. It is poor economy to try to educate pupils who are physically unfit to profit from learning."

This brief summary by the principals, teachers and superintendents of the health status and the medical services for the rural school population of the state of Minnesota probably represents the true situation in the rural areas of the country at large. That the present system of medical inspection has reached an impasse cannot be disputed, but there is considerable opposition to relieving

this impasse through new tax-supported health services.

Those who oppose any extension of health services in the schools say that it is meddling paternalism. They say, "Let well enough alone." They insist that the responsibility of the health of the individual child shall be placed upon the shoulders of the individual parents through their choice of private physicians. For, after all, they say, all medical diagnosis and treatment must be carried out by the private physician.

If all children, or a majority of them, had wise parents to advise and guide them with regard to their health and hygiene, if they all had access to a family physician, a pediatricist and a family dentist, to provide necessary medical and dental servicing, if they all had good homes in which they could be taken care of in periods of minor illnesses and could go to a hospital in cases of major illnesses, then the health and hygiene of children could be left with the parents and the private physicians, the school taking on only such health responsibilities as are almost unavoidable, i.e., such disease control measures as are necessary to maintain a respectable daily attendance and to prevent the school's becoming a "hotbed of infection" in the community. But it is a fact and not a theory that a very large number of parents do not possess the special knowledge which is necessary for adequate control of the mental and physical development of their children. It is a fact and not a theory that a large number of homes lack the facilities necessary to protect the welfare of their children in times of sickness. It is a fact that they lack not only specialists but even regular family physicians. What about the superstitious and the ignorant parents who prefer to treat adenoids by suggestions or consider that lice on the head is a sign of good health? What can we expect of those parents who are so poor that it is impossible for them to carry out adequate health habits for their children because of lack of food? For it has been shown by the recent National Health Survey that illness and death increase their toll as income goes down, and that medical care decreases sharply as the need for it mounts. It was further found that of all the children under fifteen years of age having illnesses that disabled them for seven days or more, 28 per cent had neither doctor's care nor hospital care. That, of these children, 33 per cent were from families with less than \$1,000 a year income and 29 per cent were from families on relief, i.e., 62 per cent of the children who received no care were from the poorest strata of society.

Then further, under the present system of private practice there are other practical reasons that interfere with the detection and correction of many disorders and diseases. Take the matter of treating adequately the children who stutter and stammer, or the long-continued treatment of chronic ear conditions, and malnutrition. It may take months and sometimes years to cure these chronically handicapped children. For such a cure they require transportation and special educational and vocational guidance as well as the actual medical treatment.

Therefore, unless the parents are well-to-do or are unusually sacrificial, such children can be taken care of properly only through the medium of public agencies.

Public-health nurses and school nurses are practically unanimous in saying that it is extremely difficult to get parents to carry through a long program of treatment.

This serious problem will never be solved unless the community permits the schools to shoulder more responsibility for the protection of the healthy and the rehabilitation of the sick than it does today. The hard of hearing who need lip-teaching, as well as treatment of the ear, the partially blind whose eyesight can be saved only through sight-saving classes, the crippled, whether the result of infantile paralysis, of birth, of hemorrhage or of accidents—all these children must have access to complete health services along with their education in the public schools. As to the large number of emotionally inadequate children, the hyper-irritable, the maladjusted, the infantile children, the potential perverts and delinquents—these, also, can be reached only through a community program which centers around the school.

If we are frank with ourselves, we must admit that the combination of private practice and school medical inspection has failed to maintain and promote the physical and mental health of our school children. It is not because we lack quality or quantity of medical personnel. Among the countries of the world, we probably rank first in medi-

cal equipment, in medical education, in number of physicians, druggists and general medical experts. Nor is it because of lack of financial resources. In the past year, we spent almost four billion dollars for medical care. The chief reason for the serious biological inferiority of our school children lies in our attitude of complacency.

Naturally, as a private practitioner, I should prefer to have a new system which would give all doctors a greater part in such a program of medical rehabilitation. But, on the other hand, I am against letting well enough alone, which is another way of saying, "let bad enough alone." If it is impossible for the medical profession as it is at present constituted to render adequate preventive and curative services through private practice, then I believe we should enlarge the medical services in the schools through a tax-supported program. Such a system need not tamper with parental responsibility nor interfere with the present status of medical "rugged individualism." Such a system need not deprive the parents of their choice of private physicians nor need it lower the income of the physicians. For with increased appropriation for child hygiene, the physician would of course get his share. It would merely make accessible to those children who, through no fault of their own, need, but do not get them, those preventive and curative measures which could decrease to a considerable extent unnecessary pain, economic inefficiency and social waste.

Teachers' Freedom and the War

The National Advisory Council on Academic Freedom, which is made up of representatives from the American Federation of Teachers, the Civil Liberties Union, the Department of Classroom Teachers of the NEA, the National Council on Religion in Higher Education and the Progressive Education Association, released the following statement on Armistice Day. Alonzo F. Myers of the AFT is chairman of the group, and Frederick L. Redefor of the PEA is secretary.

EXPRESSING CONCERN regarding the dangers facing academic freedom because of the European War and possible American involvement, the National Advisory Committee on Academic Freedom recently urged administrators, school boards, college trustees, teachers and students to cooperate in keeping the doors of American educational centers open to freedom of thought, research and expression.

"It is essential," a statement issued by Professor Alonzo F. Myers, chairman of the Council, reads, "that at a time when a new World War seems to have begun, we should think back to the effect of the first World War on American education. Painstaking research has brought to light the incredible persecution and suppression of teach-

ers which occurred. It is a sad commentary on the educational administrations of World War days to realize that a New York teacher was dismissed because, while professing love and respect for American institutions, she refused to hate her native country (Germany); that a North Carolina school superintendent was ousted for pro-German views expressed before America's entry into the war; that a Maine teacher was dismissed for taking driving lessons from an unnaturalized German; that a Los Angeles teacher, daughter of a Civil War veteran, was dismissed because her husband was an unnaturalized German; that three Nebraska professors were dismissed because they lacked "aggressive Americanism" and "disbelieved German atrocities"; that three New York teachers were dismissed, one because he said he would remain neutral in a student discussion of war problems, another because he did not believe in using the schools for military propaganda, a third because he had refused to censor, on moral and patriotic grounds, pupils who had criticized President Wilson's conduct of the war, and had asserted his loyalty to truth rather than to persons.

"Perhaps the most horrifying example of the lawless persecution of teachers in wartime is represented by the

case of an Iowa teacher, suspected of disloyalty, who was dragged out by a mob, stripped to the waist, smeared with yellow paint, and marched around a public square carrying a flag. All of these occurrences strike us at this moment as slightly incredible. In this moment of comparative rationality it is hard to conceive of a situation in which these things would be repeated. It is precisely for that reason that we feel obliged to recall them, and to make a plea that American students, teachers, administrators and governing boards cooperate to prevent the hysterical trampling of principles of academic freedom which occurred during the last World War.

"We are now in a period not unlike the period from 1914 to 1917. We are again being subjected to pressures and barrages of propaganda which threaten to bring us into the European conflict as active participants. Although it is daily becoming more difficult to preserve intellectual freedom, most educational administrators, governing boards, teachers, students and teacher organizations still desire the protection of academic freedom. Our experience in the last war demonstrates how quickly this attitude may change. The following quotations from statements made by the president of one of our largest and greatest American universities illustrates the point. The first statement was made in January, 1914: 'A true university is conceivable in no other atmosphere than that of freedom. . . . The tenure of office of a . . . teacher must . . . be quite independent of his views on political . . . subjects. . . . He is entitled to follow wherever his intelligence and his conscience may lead.' But in December, 1917, the same president stated: 'The dishonestly assumed mask of the constitutional right of free speech will never be permitted by any people or by any institution that retains its sanity, to protect those who wage subtle war upon private morality, or public order, or public safety.' It should be added, however, that the administrators were no worse than the teachers' organizations and the teachers themselves in many cases. An organization of college teachers established to guarantee and protect academic freedom condoned many acts during the World War which were contradictory to its avowed principles. In the face of the rampant national spirit of the times the teachers' council of a great city created a committee to search out 'disloyal' teachers.

"In the present 'limited national emergency,' educational freedom is being curtailed. Teachers of social studies particularly are being told what they may say and what they may not say in their classrooms. At least two school systems in New York State have already denied to their teachers the right to discuss the European War in their classes. A great and traditionally liberal university has withdrawn its permission for Earl Browder to

address a student organization, following his indictment on a passport charge. It is a fundamental American legal principle that a man is presumed to be innocent until proven guilty in a court of law. The courts should and will determine Mr. Browder's guilt or innocence. It is a serious violation of the intellectual freedom of students to deny them the right to hear him if they wish to do so.

"Should the United States be drawn into the War, the abridgements of freedom would be far more serious. The nation will be mobilized even more quickly than it was during the last one, and this will include the educators as well as all citizens. Unless we are on our guard it will be impossible to organize for educational freedom. Let us not repeat our behavior of the last war when we went down like ninepins before the barrage of propaganda.

"The National Advisory Council on Academic Freedom meeting on Armistice Day, 1939, urges school, college and university administrators, boards of education and boards of trustees, teachers' organizations and teachers, and student organizations to join with us in the acceptance of the following principles and procedures which we believe to be essential to the protection of intellectual freedom in schools and colleges during the present 'limited national emergency.'

1. Boards and administrative officers should formally adopt at this time a resolution assuring teachers and students that intellectual freedom will be protected against the pressures of wartime hysteria.
2. Boards and administrative officers should refrain from such actions as will prevent the free and critical discussion of ideas.
3. Teachers and teachers' organizations, and student and student organizations should cooperate in the protection of intellectual freedom in this critical period through the exercise of judgment and discretion. Ultimately we are dependent upon public confidence for the safeguarding of those liberties which are basic to the preservation of intellectual freedom.
4. Boards and administrative officers should extend full freedom of discussion to minority groups on their campuses. This is essential if we are to avoid the regimentation of thought which inevitably results from the gradual step-by-step suppression of minority opinions.
5. A teacher who is to be dismissed is entitled to a written statement of the charges, to a public hearing, with the right to present witnesses, and to an appeal, first to the higher educational authorities and then to the courts, before being dismissed. These rights should be extended to administrative and supervisory officers as well as to classroom teachers.

6. The widest possible publicity and support should be given the following communication on the subject of academic freedom from Attorney General Frank Murphy. He wrote it for this occasion and has authorized us to release it at this time." (Attorney General Murphy's statement appears in the box to the left.)

Murphy's Statement on Freedom

The democratic concept of freedom is not a fair-weather concept. It cannot be, for if liberty of speech and thought and inquiry are essential in time of peace, they are all the more essential in periods of stress. It is then that we need the meeting of minds and free trade in ideas. Guarding vigilantly against sabotage of the national interests, a true democracy will guard with equal vigilance the integrity of its own character.

FRANK MURPHY

Visual Education for Workers

Phillips Russell

IN THE program at the Southern Summer School for Workers during its six-week session at Asheville, N. C., in 1939, the graphic arts workshop was discovered to be of especial value. First, the visual medium involved was found to have a particular appeal to the students coming as they did from backgrounds that forced many of them to drop "book learning" at an early age. Secondly, in addition to affording the opportunity of doing something with their hands, the graphic method lent itself to focusing the attention of the students on the specific day-to-day needs of their union life, making possible later meaningful generalizations.

The workers who attended the Southern Summer School this year, from cotton textile, rayon, garment, hosiery, building trades, citrus fruit packing and other industrial and agricultural pursuits of the South took advantage of the opportunity to utilize their latent ability.

It so happened that the largest group of students from one community came from an industrial town where the workers had been on strike for several weeks against the "merit" or "stretchout" system recently installed in the cotton-mill where they work. This fact enabled a definite issue to be seen in its concrete aspects.

As a part of their study of social and economic problems the students discussed the various angles of the strike as well as the set-up in a textile mill. In the English class they constituted themselves a union publicity committee and they were asked to express themselves in several forms on the issues involved in the strike. They stated their case in short speeches. They wrote news stories about the strike as for the labor press. They experimented with other forms of publicity such as the poster, graph and illustrated leaflet in the workshop where a mimeograph machine and such tools for graphic work as inks, paper, brushes and crayons were assembled.

Before these student-workers, now acting as publicity chairmen of their organizations, made posters, they first decided what kind of an appeal they wanted to make and how they wanted to express it, then to whom the appeal was to be made. They learned that an effective cartoon, leaflet or poster must be planned in advance and that after a rough draft of the idea is put on paper, a careful layout has to be made with proper attention given to spacing and to the kind of printing that is most effective. They found out that only from such a layout can finished graphic publicity material be made.

Even though this process of expressing ideas in tangible form was new to most of these students, the results of

their creative work were surprisingly good. The students came into the workshop saying that they couldn't draw or paint or print, but after learning a few fundamentals of printing such as guide lines and discussing with the director of the workshop the real purpose and value of using their own ideas for publicity these student-workers were eager to make something that would be helpful in a strike, organizing campaign or even in routine union publicity.

They soon discovered that special talent is not necessary for good publicity. The important thing is to get an idea and then decide on the most effective way to convey it to other people. Newspaper and magazine advertisements with pen-line drawings proved to be useful and easy to trace on a stencil or poster.

On one of the leaflets was a drawing of a man who had collapsed as a result of the "stretchout" with the caption, "You May Be Next." One poster was cut out in the shape of a large loaf of bread and the hand-lettered title was "We Won't Need Bread When We're Dead. Help Fight the Stretchout." A second poster represented a large soup bowl. This was designed to bring in contributions for the strikers' soup kitchen. A baseball pitcher was featured on a third poster which carried the lettering: "Strike Out the Stretchout."

This work served a two-fold purpose. Besides producing usable publicity, it was a part of an educational process for the students other than that involved in teaching techniques of publicity. Seeing their own ideas expressed through the medium of attractive and effective posters and leaflets gave the students encouragement to do more work of this kind.

As each graphic experiment was completed it was brought to class and both the idea and expression were discussed in detail.

Finally an exhibit of graphic arts was displayed on the walls of the workshop and analyses of strong and weak points were made under the guidance of the workshop leader. Prizes were awarded for the best poster and for the best leaflet. The results of the project were surveyed by the class with gratification and enthusiasm.

The success of this project as it was developed by students at the Southern Summer School to express their own ideas with only technical assistance proved again that industrial and agricultural workers, often fagged out physically, learn best through activities involving them personally, and that creating their own visual aids to learning has positive educational value.

CHRISTMAS BOOK LIST

The following book list was compiled by a poll of 150 of the leading American educators, both AFT and non-Union teachers. The two first choices are interesting; "Grapes of Wrath" received more than twice as many votes as any other book on either list. Edgar Dale, Local 438, should receive some kind of prize as he was the only voter (each person had six choices) whose six books made the list.

General Books

FIRST CHOICE

THE GRAPES OF WRATH, by John Steinbeck. Viking. \$2.75.

TIES FOR SECOND CHOICE

AMERICA IN MIDPASSAGE, by Charles A. and Mary R. Beard. Macmillan. \$3.50.

KNOWLEDGE FOR WHAT? THE PLACE OF SOCIAL SCIENCE IN AMERICAN CULTURE, by Robert S. Lynd. Princeton. \$2.50.

TIES FOR FOURTH CHOICE

DAYS OF OUR YEARS, by Pierre Van Paassen. Hillman-Curl. \$3.50.

IDEAS ARE WEAPONS, by Max Lerner. Viking. \$3.50.

INSTITUTE FOR PROPAGANDA ANALYSIS. Subscription. \$2.00.

RUNNERS UP

BENJAMIN FRANKLIN, by Carl Van Doren. Viking. \$3.75.

CAPITALISM AND ITS CULTURE, by Jerome Davis. Farrar and Rinehart. \$3.00.

CHRIST IN CONCRETE, by Pietro di Donato. Bobbs-Merrill. \$2.50.

DIVIDENDS TO PAY, by E. D. Kennedy. Reynal and Hitchcock. \$2.50.

DON'T KILL THE GOOSE, by Ryllis A. and Omar P. Goslin. Harper. \$2.50.

GIDDY MINDS AND FOREIGN QUARRELS, by Charles A. Beard. Macmillan. \$0.50.

THE IMPORTANCE OF LIVING, by Lin Yutang. Reynal and Hitchcock. \$3.00.

INDUSTRIAL VALLEY, by Ruth McKenney. Harcourt, Brace. \$3.00.

INSIDE ASIA, by John Gunther. Harpers. \$3.50.

LABOR AND DEMOCRACY, by William Green. Princeton University Press. \$2.50.

NEW ADVENTURES IN DEMOCRACY, by Ordway Tead. Whittlesey. \$2.00.

NOT PEACE BUT A SWORD, by Vincent Sheean. Doubleday, Doran. \$3.00.

THE REVOLUTION OF NIHILISM, by Hermann Rauschning. Alliance. \$3.00.

YOU AND HEREDITY, by Amram Scheinfeld, with the assistance of Morton D. Schweitzer. Stokes. \$3.00.

YOUR CITY, by E. L. Thorndike. Harcourt, Brace. \$2.00.

Educational Books

FIRST CHOICE

SABER-TOOTH CURRICULUM: INCLUDING OTHER LECTURES IN THE HISTORY OF PALEOLITHIC EDUCATION, by J. Abner Peddiwell and Several Tequila Daisies, as told to Raymond Wayne, with a Foreword by Harold Benjamin. McGraw-Hill. \$1.00.

SECOND CHOICE

REORGANIZING SECONDARY EDUCATION, by V. T. Thayer, Caroline Zachary and Ruth Kotinsky. D. Appleton-Century. \$2.75.

THIRD CHOICE

EMOTIONS AND THE EDUCATIVE PROCESS, by Daniel A. Prescott. American Council on Education. \$2.00.

FOURTH CHOICE

FREEDOM AND CULTURE, by John Dewey. Putnam's. \$2.00.

TIES FOR FIFTH CHOICE

DEMOCRACY AND THE CURRICULUM: THE YEARBOOK OF THE JOHN DEWEY SOCIETY, edited by Harold Rugg. D. Appleton-Century. \$2.75.

EQUAL EDUCATIONAL OPPORTUNITY FOR YOUTH: A NATIONAL RESPONSIBILITY, by the American Youth Commission. American Council on Education. \$2.00.

LIFE AND GROWTH, by Alice Keliher. D. Appleton-Century. \$1.20.

SOCIAL FUNCTION OF SCIENCE, by J. D. Bernal. Macmillan. \$2.00.

RUNNERS UP

THE AMERICAN TEACHER, by Willard S. Elsbree. American Book. \$2.75.

EDUCATING FOR ADJUSTMENT, by Harry N. Rivlin. D. Appleton-Century. \$2.25.

MENTAL HYGIENE IN MODERN EDUCATION, edited by Paul A. Witty and Charles E. Skinner. Farrar and Rinehart. \$3.00.

THE PROSPECTS OF AMERICAN DEMOCRACY, by George S. Counts. John Day. \$3.00.

THE PURPOSE OF EDUCATION IN AMERICAN DEMOCRACY, by the Policies Commission of the National Education Association. \$0.50.

READING AND THE EDUCATIVE PROCESS, by Paul Witty and David Kopel. Ginn. \$2.50.

SOCIAL SERVICES AND THE SCHOOLS. Educational Policies Commission.

WERE WE GUINEA PIGS? by The Class of 1938, University High School, Ohio State University. Holt. \$2.00.

YOUTH SERVES THE COMMUNITY, by Paul Hanna. D. Appleton-Century. \$2.00.

YOUTH TELL THEIR STORY, by Howard M. Bell. American Council on Education. \$1.50.

Among the New Books

READING AND THE EDUCATIVE PROCESS, by PAUL WITTY and DAVID KOPEL. Boston: Ginn. 374 pages. \$2.50.

GROWTH IN READING, by ROBERT C. POOLEY and FRED G. WALCOTT. Chicago: Scott, Foresman. 640 pages. \$2.50.

IT OCCURS far too frequently in American education that our philosophy and our procedures do not agree. We profess a democratic philosophy and sometimes even set up a curriculum which purports to further critical thinking, exchange of ideas, independence of judgment, respect for personality. Often, however, when we undertake the details of the task, actual day-by-day behavior, we adopt contradictory methods. An obvious example of the latter has been developed in the field of reading where, under the fine title of "meeting individual needs," we have segregated poor readers, based courses on inabilities (needs?) rather than on interests and have even used varying degrees of ability as bases for curricula which determine vocational possibilities.

The writers of *Reading and the Educative Process* have not fallen into the error described above. Throughout the book they assume as fundamental the right of every child to the richest experience possible for him and to the opportunity for exchange of ideas with those who differ from him in interests, special abilities or social background. They review the literature on language growth, discuss the place of reading in the total language experience and present findings on general interests as well as those obviously related to reading. Approximately half the book deals with the poor reader—methods of identifying him, comparisons of remedial programs in elementary and high schools, and prevention, causation and analysis of reading difficulties. The writers conclude, however, that remedial teaching is merely good teaching, enabling the slow reader to gain in securing appropriate satisfactions from literature.

A chapter on the clinical approach contains case studies illustrative of the principles discussed. Children's varied interests and possibilities and the numerous home and community influences modifying their behavior are presented. Reading is considered as one among many forms of behavior. It is not surprising, therefore, that evaluation is not limited to scores on reading tests nor to lists of books read. A significant quotation (page 301) follows: "A teacher should strive to maintain a classroom situation which is conducive to continuous growth; in such a classroom, feelings of security, understanding, mutual respect, and opportunity to attain worthy educative goals are all-pervading. . . . A remedial program which does not aim to influence and alter children's attitudes cannot be considered adequate, no matter how carefully it may have been developed."

The writers envisage not only pupils but teachers as active, problem-solving individuals. A critical analysis of tests, forms for diagnostic child study and records, and interest inventories are included in the book. Under "Reading, Sources and Resources," is an annotated bibliography of upwards of a hundred books and pamphlets providing lists of books, tests and other materials of use to teachers and librarians.

Perhaps because the book sets forth a program which she believes consistent with ideals of a democratic school and with current findings concerning child development, the present reviewer recommends *Reading and the Educative Process* to teachers of reading in both elementary and secondary schools.

Growth in Reading, Book Two is a collection of short stories for eighth-grade pupils. Although each selection is followed by suggestions for further reading, the book is obviously designed as a basic text. This reviewer, meeting daily an average group of young Americans in an eighth-grade class, finds the selections somewhat too immature for many at that level and consequently would use the book as a supplementary reader rather than a text.

The book is profusely illustrated, the print is clear and the pages attractive. Prefacing each selection by comments and directions somewhat lessens the appeal of the pages, however. A list of "Things to Discuss" after each sketch and review sections at frequent intervals interrupt the reading and may suggest to the child that understanding simple adventure stories is a difficult, complicated matter. Unit IV, for example, covers 101 pages, of which approximately nine are pictures and sixteen directions, suggestions and questions. The directness of Garland's ten lines, "Do You Fear the Force of the Wind?" (page 53) is broken by five lines of biography between the title and the poem, and ten lines of questions following.

Reading lists are helpful, as are many of the suggested activities for class effort. The book will prove a pleasant addition to classroom collections. The materials are lively and should appeal especially to many boys in both seventh and eighth grades.

LOU LABRANT

★ ★ ★

THE SOCIAL FUNCTION OF SCIENCE, by J. D. BERNAL. New York: Macmillan. 482 pages. \$3.50.

THIS INVALUABLE volume has just one drawback. Its factual detail draws primarily upon the author's English background. The same kind of a book is surely needed by an American author who can point the moral more closely to local conditions. For the purpose here is to record comprehensively the scientific activities of our day and then to ask, To what end, purpose and good does all this go on? Account is rendered of scientific advance in education, government, industry, in research and in various operating applications. And the last four chapters appraise and philosophize.

It is especially these chapters which have relevance to American needs and uses. For the author discusses teaching methods in the sciences, the possible values of science in the service of man, the relation of science to capitalism and the functional significance of science in society. Those familiar with the pithy remarks of Hogben's, *The Retreat from Reason* will have gained a quick view of the matters which concern Professor Bernal more exhaustively. But they will find here a more forthright statement of the dependence of scientific advance upon the proper social organization; and they will find a reasoned effort to integrate the need for a universal grasp of scientific method into that "Marxism" which is "a method and a guide to action, not a creed and a cosmology."

The chief value imputed to scientific grasp is that it can become "the chief agent of change in society . . . a more conscious and direct motive for social change itself." The dominant note of the entire volume is well suggested by the following paragraph:

"How can all mankind best be maintained at a level of bodily efficiency and well-being, and how can we, once that minimum has been reached, secure the greatest possibilities for social and intellectual development? These are the crucial problems of our time. To solve them requires, in the first place, a wide extension of the field of science. No amount of physical or biological knowledge will suffice. The obstacles to the solution of the problem are not any longer mainly physical or biological obstacles; they are social obstacles. To cope with social obstacles it is first necessary to understand society. But society cannot be understood scientifically without at the same time changing it. The academic social sciences of the present day are useless for such a purpose; they need expansion and transformation. The science of society must grow up in contact with the social forces which are moulding it."

This is a rich, challenging utterance. It is addressed by a teacher explicitly (at many points) to teachers. It remains only for those to whom it is addressed to read and to ponder. The time thus spent will be well rewarded.

ORDWAY TEAD

★ ★ ★

THE NEEDS OF YOUTH, by A. E. MORGAN. London, New York: Oxford University Press. 434 pages. \$3.50.

THIS BOOK is the report of a one-man survey of the major aspects of adolescent life in Great Britain. The author is an English educator who was at one time vice-chancellor of McGill University in Canada. The survey was made for King George's Jubilee Trust Fund, a philanthropic organization having youth welfare as its object.

No American can read this book without becoming almost equally aware of the striking differences and the significant similarities between the problems of young people in this country and those problems as they existed in England before it went to war.

The striking differences mainly result from two facts: (1) the effective school-leaving age is still fourteen for the great majority of English young people, and (2) most of the school-leavers find work at low wages under a system of juvenile employment which utilizes them until age eighteen, when adult wage rates apply and youth unemployment becomes heavy.

The significant similarities include feebleness in the attempts to deal with the special problems of the unemployed group between fourteen and eighteen, unsatisfactory conditions and character of work for most of the employed group, inadequate educational and recreational facilities for out-of-school youth and a whole series of voluntary agencies of all kinds to provide in part many of the services that should be provided by public agencies, notably the schools.

The book is easy reading and much of it tells an interesting story. Its scope is confined to the age group from fourteen to eighteen, which is unfortunate since many of the problems evidently become especially acute just above age eighteen. The first third of the book is mainly concerned with problems of employment and unemployment, the second mainly with problems of recreation and leisure-time, and the third with the activities of voluntary organizations in the youth-serving field. As a whole the book is loosely organized. It does not eventuate in any comprehensive plan of formal recommendations, but it does include many suggestions for the future.

The most important specific recommendations are that the age of compulsory full-time school attendance should be raised to sixteen and that part-time education to the age of eighteen should be placed on a compulsory basis. Few other specific recommendations are made for the expansion of public services, but the author makes evident his view that there must be

a very great increase in public financial support for youth services of all types. In particular, he is clearly of the opinion that boys' and girls' clubs, youth centers and sundry other voluntary institutions must be recognized as educational agencies and that their transition from private to public auspices must be hastened.

PAUL DAVID

★ ★ ★

NEW ADVENTURES IN DEMOCRACY, by ORDWAY TEAD. New York: Whittlesey House. 229 pages. \$2.00.

IN THIS collection of essays Mr. Tead presents the outlines of a philosophy of democracy and its applications to the fields of education, public service and industry. Democracy emerges as more than a technique. It is seen to embrace such fundamental assumptions as that the conduct of an enterprise requires the participation of all groups concerned not only in the achievement of the common aim but in the adoption of policy; and that "productive and satisfactory personality growth on the part of the people who are doing the work" is part of the end in getting anything done (page 103).

In discussing the application of democracy to the administration of education, Mr. Tead is critical of the acceptance of the prevalent business model and calls for a continuous voice of the groups concerned in the controlling councils. Since these groups are listed as the community as a whole, parents, trustees, administrators, teachers, non-professional workers and students (page 7), it is clear that the conception of democracy entailed is a very broad one. Current efforts to give faculties a voice in the determination of educational policies will thus be recognized by the reader as merely a first step in a comprehensive revision.

American Union teachers will welcome the frank espousal of a positive (as against merely a protective) role for labor

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THE JOHN DAY COMPANY, New York

unions. Mr. Tead protests against conceiving them narrowly and sees them as the logical organizations to assume responsibility for bases of promotion, establishment of fair standards of performance, and so forth, as well as wage rates, seniority rights, protection against arbitrary discharge, etc. He recognizes the need for vigorous unions among professionals and urges union activity for improved educational administration. He believes that "unless the union or special group agency functions as an integral part of creative operation and not as a mere protestant voice or bargaining agent, the more important half of its value is lost" (page 10). To effectuate this would, it seems to me, require more formal recognition of teachers' unions by school and college trustees. I should add to Mr. Tead's analysis also that teachers' unions do not merely represent the attitude of teachers but, because of their affiliation with labor, are becoming increasingly the articulate voice of a great part of the community.

The book abounds in insights and suggestions concerning the ends to be achieved. Because of its form and scope it pays little attention to problems of means, except for occasional remarks such as that pressure must be met with counterpressure and that educators should not pretend to be

above the political battle. Since Mr. Tead has been facing these problems concretely as chairman of New York's Board of Higher Education, we hope that there will be a subsequent detailed analysis of the techniques of preserving and extending democracy in a period of financial retrenchment and possible political hysteria.

ABRAHAM EDEL

★ ★ ★

LABOR PROBLEMS IN THE UNITED STATES, by Mc-PHERRON H. DONALDSON. New York: Longmans, Green. 289 pages. \$1.00.

THIS BOOK gives much evidence of being lecture notes written up in a hurry. Indeed the slips and some sentences of the book suggest that they are not the notes of the professor but of one of his B students. There are many traces that the author is dependent upon hearsay and book reading for his 300 pages of miscellaneous information and has had very little direct contact (outside of perhaps shoes and coal) with the labor problems which he summarizes. He is, however, at pains to be comprehensive and is fond of the on-the-one-hand-and-on-the-other approach, until you are glad that he is not a centipede.

Mr. Donaldson perpetrates such sentences as "The Women's International Union Label League and the International (*sic*) Women's Trade Union League, are represented in AFL Conventions, although outside friends are members of both" and "Since food and textiles, teaching and service, have always been women's specialties, all inferences drawn from outmoded prejudice and the accidental coincidence of numbers in a crisis may be wrong."

His attempts at compression have produced in places a hash of half-truths and some carelessness about facts. Engels, on page 1, is credited with the *Communist Manifesto*. On page 99, the authorship is ascribed to Marx. In the list of references, a "P. Engels" is referred to.

He reports the depression slump in union membership among women but ignores the six-fold increase reported since 1933. Consumers' cooperation is ignored in preference to a passing and unsatisfactory reference to attempts at producers' cooperation. There are confused definitions of "lockout," "capital" and "laborer."

Mr. Donaldson omits any reference to workers' education. He accepts Mr. Sullivan's notorious anti-union, sensational journalism as an authoritative basis for information about labor rackets. He thinks that "joint boards" in the clothing industry refer to mediation and arbitration machinery. He asserts that "many union leaders graduate into business ownership" but produces only one genuine example, that of Frank Farrington of the United Mine Workers. The part played by Thomas Lawson in the Rocky Mountain Fuel Company and by Haywood in Soviet Russia are hardly graduations into the ordinary business ownership. (Incidentally the two first mentioned names are misspelled by Mr. Donaldson).

Again, he blandly states that "employers have not objected to the label; it has advertising possibilities" and lets it go at that without any further proof. The title of Edward Levinson's book on Pearl Bergoff is given incorrectly. Tables of statistics in the appendix give a disproportionate amount of attention to losses caused by strikes. The question and problems set for the students are "loaded" somewhat in favor of the local as against the national union and one suggestive problem put is: "Figure the cost and the saving from present relief expense of allowing the Army to enlist all the unemployed willing to join it."

These are just samplings which make one feel that teachers will prefer to stick to the books by Shannon, Harris, Brooks,

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MARK STARR

★ ★ ★

THE PHILOSOPHY OF JOHN DEWEY: The Library of Living Philosophers, Volume I, edited by PAUL ARTHUR SCHIAPP. Evanston and Chicago: Northwestern University. 708 pages. \$4.00.

FREEDOM AND CULTURE, by JOHN DEWEY. New York: G. P. Putnam's Sons. 176 pages. \$2.00.

WILL DEWEY'S critics ever come to a valid interpretation of his philosophy? One despairs of such an eventuality after reading *The Philosophy of John Dewey*, despite the editor's intention to make it a clearing ground for points of dispute.

In the volume, seventeen of Dewey's contemporaries examine various aspects of his theories. Dewey's rejoinder takes up about one hundred final pages of the text.

The most garbled accounts of Dewey's views are those offered by Russell, Murphy, Santayana, Pepper and Schaub, the first four especially lacking any understanding of Dewey's theory of knowledge and his interpretation of inquiry.

"What I say three times is true." Bertrand Russell has more than three times in the past wrongly identified instrumentalism with the theory that pleasurable consequences verify beliefs, a doctrine perhaps faintly ascribable to James but not in the least to Dewey. In this review of Dewey's *Logic*, unperturbed by the many clear-cut answers to his unwarranted interpretation, he repeats the error. Further, Russell abstracts random passages which he misuses to prove that Dewey's theory is infected with a sinister Hegelianism. One can only conclude, with Dewey, that he has not even bothered to read the doctrine he criticizes. (See footnote page 549.)

Pepper, by the same method, also finds a Hegelian disease in *Art as Experience*. Santayana's contribution to the book is a reprint of his old review of *Experience and Nature* without even the grace of a reference to Dewey's previous answer to the review, while Murphy's essay ascribes to Dewey a muddled and unintelligible theory of knowledge that the latter makes haste to repudiate. Schaub's interpretation of Dewey's philosophy of religion evinces "a sectarian spirit which takes hostility to particular views about religion to be itself anti-religious" (page 597).

However, the reader forgives these misinformed critics, for they evoke from Dewey devastating and witty replies that add spice to the book.

More thoughtful are the more or less adverse criticisms of Reichenbach, Parodi, Stuart and Savery on fields as wide apart as science and ethics, and they result, in Dewey's replies, in the kind of clarification for which the book was designed.

Outstanding, for this reviewer, among the essays is Allport's brilliant study of Dewey's psychological theories, in which Dewey's psychology is abstracted from its broader context and contrasted with contemporary trends in that field.

A short laudatory estimate of Dewey by Whitehead, dropped like a misplaced preface in the middle of the book, seems to have little *raison d'être*.

The expository essays of Ratner, Randall, Piatt, Geiger, Childs and Kilpatrick might also have been omitted. This is not said in disparagement of their scholarly contributions, but since the book is readable only by the philosophic specialist, the reader may be assumed to be familiar with Dewey's

views or, like the first five critics mentioned, insistently deaf to any exposition of them. Space gained by such omissions might then have been employed for further controversial writing: a contrast of Dewey's value-theory with the estheticism of Prall and his followers, or a study of the differences between Dewey's and Counts' educational views—to mention only two interesting possibilities.

A biography of Dewey by his daughters at the beginning and an appended bibliography of his astonishingly long list of writings add much value to the book.

Unlike the preceding book, which is designed for the specialist, Dewey's *Freedom and Culture* is a *must* for the shelf of every intelligent and socially-minded reader. It throws onto the contemporary scene the light of his wisdom, developing concretely the social psychology of *Human Nature and Conduct* (1922) and bringing up to date such subsequent political studies as *The Public and Its Problems* (1927) and *Liberalism and Social Action* (1935).

Basic in most political and social theories Dewey finds the false separation of the individual from the cultural conditions in which individuality finds expression. Disastrous consequences of such a separation are on the one hand laissez-faire individualism which holds that mere absence of restraint is sufficient to insure democratic freedom, and on the other the authoritarian doctrines which argue that human desires should be rigidly molded to a future inevitable goal. Especially interesting is Dewey's searching criticism of Marxianism as an example of the latter, with its consequent sacrifice of the present to the future.

Such static isolations Dewey holds to be destructive of intelligent inquiry, which for him is the method of democracy. He holds no brief for the American *status quo*, characterized as it is by intolerance, rigid custom, confused and unlightened activity. Aimless drift, marked by unorganized social behavior and unfulfilled impulses, makes men the easy prey of the leader who dangles specious ends and purposes before their eyes.

Free and intelligent participation in all forms of cultural activity—in politics, in the arts, in education, in economic life—this is the development of the democratic ideal. It involves continual experimentation with the changing conditions of the present and constant adaptation of goals to potentialities at hand. Democratic freedom "can be won only by extending the application of democratic methods, methods of consultation, persuasion, negotiation, communication, co-operative intelligence, in the task of making our own politics, industry, education, our culture generally, a servant and an evolving manifestation of democratic ideas" (page 175).

ROBERT ROTHMAN

★ ★ ★

OF HUMAN FREEDOM, by JACQUES BARZUN. Boston: Little, Brown. 334 pages. \$2.50.

TO DO justice to this book in a brief review is no easy task. For no concise account could possibly provide more than a faint image of its wit and brilliancy, its lightly-worn erudition which, however, superficial at points, nevertheless shows more than superficial acquaintance with music, painting and the natural and social sciences, and psychoanalysis, including anthropology. To do anything like justice to Mr. Barzun's book it would be necessary to make members of the American Federation of Teachers see just how much there is in it which they should take seriously (and I am inclined to think there is much in it that we should take seriously); and, on the other hand, to see at what points, from the frame of reference which governs our common platform, it breaks down.

Broadly put, Mr. Barzun is indicting all set and fixed systems of thought and programs of action, all dogmatically

held creeds, all rules of thumb, all absolutisms in the field of ideas and, with one exception, in the field of values. He examines the art of the totalitarian regimes and finds more in it to condemn than to praise. He pays his respects to the economic doctrines and social philosophies based on absolutistic, formal, materialistic and mechanical axioms and pre-suppositions, to relegate them to a land which is at once the very real home of tyrannies subversive of human freedom and at the same time a never-never land of myth and unreality. Natural science is discussed and its mechanistic, materialistic, rigid and absolutistic encirclements are repudiated. The logical and human value of the social sciences and of history, when divorced from absolutes, meets with praise. That part of progressive education which really "educates," which makes for a free mind, which does not seek to usher in a new social order, wins approval; and that part of the neo-scholastic or "revival of the classics" program which underlines the diversity of great minds and which eschews any notion of providing a key for the complex problems of our own time, arouses favor.

But the book is far from being a negative indictment of doctrinal utopianisms. It is an eloquent and moving plea for democracy, as Mr. Barzun understands it. To him democracy is not primarily economic, nor even political; it is rather cultural, a mood which is experienced not generally, but very specifically in time and place, as last Tuesday at 4 P. M.; it is a temporary equilibrium of forces best conducive to "the age-old desire for a free culture." It assumes individual diversity and calls for tolerance; it abandons hope for anything like perfection in government or, by implication, in economics. It expects little from, and apparently not too much for, the masses of plain people. It abhors abstractions, fixed formulae, notions of racial superiority and absolute norms in science, scholarship and the arts. It is, no more and no less, William James' pragmatism, and Mr. Barzun

himself frankly admits as much to his readers.

Perhaps Mr. Barzun did not feel himself called on in this book, which after all is a short book as books go, to show specifically why he thinks there is little or no relationship between the creation of a "free culture," in the sense in which he uses it, and the expanding character of given economic systems. Nor does he, in spite of all his insistence on the importance of avoiding generalities, give much of a clue to the problem of immediate means of combatting the forces that annihilate "free culture." Only at one point does he seem to approve a specific course of action: "Except for economic or professional groups such as unions, organized on the basis of stated practical ends, the channels of disinterested action in the daily democracy of life remain individual and unorganizable." Unless unions and professional groups in this country give signs of showing more resistance against fascism than they did in Germany, one wonders how important even these important bulwarks will be against the totalitarianism which Mr. Barzun so understandably abhors. The criticisms which I made in my *Social Ideas of American Educators* of William James' pragmatism as a method for understanding the conflicts in our modern industrial and technological culture, and for providing means of maintaining the democratic equilibrium are the criticisms which I would make of Mr. Barzun's brilliant plea for pragmatism now. But with the disillusion which many of us have experienced of late, it may well be that many liberals and radicals will take refuge in the attractive protest which Mr. Barzun makes against closed systems. Closed systems we may well be doubly suspicious of; but we must be equally alert to the limitations of an emotionally satisfying relativism which in concrete tensions is often not only helpless, apparently, but as vague as the abstractions of the absolutisms which we have seen working such great mischief.

MERLE CURTI

Letters to the Editor

Please Limit Your
Letters to 500 Words

Mr. Jones Objects

SIR: In the May, 1939, issue of your publication appeared an article entitled "Mr. Jones Warns the Educators." The article apparently was based on the news item in the *New York Times* of the day following a speech that I made in New York on April 12, 1939.

A great deal of emotion was wasted in your article because the report in the *Times* was mostly fabrication. That such a report in the *Times* could be so far from the facts would seem incredible if it were not clearly in print.

I will not occupy valuable space in detailed refutation or correction. Anyone who wants to do so can have a copy of the speech and compare it with the news report. That should be sufficient.

The main thing I want to do is to express regret that there should be a spirit abroad that can flare up so easily in challenge of all that education stands for. Teachers are dependent upon the American Enterprise System. It provides the economic foundation of their life and vocation. If it is superseded they either will be liquidated or they will become the automatons of the reigning despot. Only by preserving a division of powers can there be a place for what we know in the United States as education. So why should any group of

teachers be interested in what boils down to sabotaging the system on which their existence depends?

The growing belief that war has been resorted to as a way out of unemployment and because no other way has been found for the revival of trade prosperity under peaceful conditions should pose a question for teachers as well as others. The record shows that we have not as yet perfected humans who will continue to compete under the rules of the game if they feel frustrated and their emotions have been somewhat outraged. They quickly turn to competing over the rules of the game and immediately usher in division, confusion and regression. Apparently all that matters is that their own motives seem to them to be pure and holy, even though they may not understand the situation or the problems arising from it.

All of which is emphasized in its importance because teachers in increasing proportions have been aligning themselves with ministers, bureaucrats, labor leaders and politicians in efforts to achieve by legislation what can only be accomplished in the interests of the people by education. After seven years of this it should now be clear even to those disrespectful of previous experience that it is impossible for a nation of 130 millions of people thus to drink itself sober. The tragic thing, however, is that the scale of living is de-

clining, that the weight of effective policy and opinion favors the Red Napoleon more than it does the White American, and that a considerable proportion of the so-called cultural leaders of the country have been working shoulder to shoulder with the forces of destruction to bring all this about.

So it is only natural that the gradually diminishing number of people who do the enterprising that carries the rest on their backs should feel doubt as to whether the money that production must provide for the support of teaching is well spent if it goes for purposes which appear to have the effect of pulling down the house upon the heads of all of us.

Bear in mind, I have no doubt as to the sincerity of the self-styled liberals among the teachers. It is merely a matter of regret to me to see so many fine people laboring so zealously to dig their own graves.

MARK M. JONES, President
The Akron Belting Company

So Does Mr. Martin

Cuerna Vaca, Old Mexico

SIR: Having read Mr. Jones' speech in full, I maintain that not only was the *Times* report not "mostly fabrication," but that the reporter, considering space limitation, did a remarkably able job of presenting the essence of the Jones propaganda.

The speech itself, some 6,000 words of dangerous nonsense, would require an article at least as long for analysis. Enough to mention that Mr. Jones' contention is that the consumers' movement aims at "promoting all possible dissention as between consumers and producers"; that the liberals' "comprehensive program of destruction" includes "promoting consumer cooperatives in every possible manner" and "arousing the public generally against bigness in business"; and that an example of how "the ideologies of the left" ("the source of the principle causes of unsettlement") have made progress is to be found in such "collectivist" triumphs as the Interstate Commerce Act of 1888, the Sherman Anti-Trust Law, the Federal Reserve Act, the Federal Trade Commission Act, the Banking Act, etc., etc.—altogether more than twenty pieces of legislation comprising the main legislative achievements of our times.

I gather from this that Mr. Jones is out of step with the rank and file. I gather from it and from juicier bits I wish I had space to quote that Mr. Jones would like to lead the American parade into a fascist serfdom and that he wants the help of teachers to put over his program.

The fourth paragraph of Mr. Jones' letter ought to be read with special care. The argument there is that teachers will cut their own throats if they do not carry out the orders of the "American Enterprise System"—a eulogism for Big Business. Mr. Jones forgets what Veblen pointed out many years ago; that wealth is produced by the industry of millions and not by the business manipulation of this industry by the Messrs. Joneses.

The next to the last paragraph is also instructive. If I were a less hardboiled liberal I would feel a twinge of compunction at the pathos of Mr. Jones' position. He is one of "the gradually diminishing number of people who do the enterprising that carries the rest on their backs." It would seem that it is the millionaire owners and manipulators of business who are the exploited. Some day Mr. Jones, if teachers do not heed his words, will become angry and withdraw his support from an educational system which will not save his Free Enterprise and the dividends accruing therefrom by teaching a New Serfdom.

It is not astonishing to discover that this is the program Big Business has mapped out for us. What is astonishing is

that the spokesmen of economic royalism are so candid in public. The propaganda of Mr. Jones is frankly subversive. I believe he has the right, as an American citizen, to subvert according to his lights. But I wonder, in my naive, school-teacher's way, why Mr. Dies and his committee of statesmen have not got around to looking into the extent, organization, ramifications and motives of the propaganda of Jones and ilk.

LAWRENCE MARTIN

Other Letters

Chicago, Illinois

SIR: On page 23 of the October issue of *THE AMERICAN TEACHER* and also in the *Clip Sheet Bulletin* of November 15 there is a letter which was sent to President Roosevelt and to certain members of the House and Senate with the approval of the Executive Council.

Most of the statements in the letter would be approved by the majority of AFT members. But there is one statement with which many, probably a majority, would disagree most violently; that is, that we consider the European war "an unprincipled fight for power."

I, for one, am convinced that no matter what motives may have influenced Hitler and Stalin some years ago, at present they are both engaged in "an unprincipled fight for power"—a war for imperialism. I am just as firmly convinced, however—and I know many AFT members agree with me—that the allies are fighting not only for self-preservation but also to make possible a European civilization based on something better than force.

Since there is plainly a great difference of opinion on this subject, I believe that the Executive Council should refrain from expressing what purports to be the point of view of the AFT but is really not that, since the membership has not been asked for its opinion and since the question could not have been discussed at the AFT Convention.

I should like to add that except in this one respect the October issue of *THE AMERICAN TEACHER* seemed to me to be one of the best ever issued. The *Clip Sheet Bulletin* also is interesting and informative.

MILDRED BERLEMAN
Local No. 1

Springfield, Mass.

SIR: Thank you for your fine article in the *AMERICAN TEACHER* for October. It was inspiring; but I did underline a few statements for which I found no statistics.

On page 22 you say "Homogeneous ability grouping is really economic grouping in our schools"—How? I find it not to be so. In fact, our pupils ask for it, because it seems practical to recognize difference in tempo, learning rate. I have always found excellent ability among people of low income. Your statement seems to me very materialistic. I prefer Bernard Shaw's democratic statement that an equal number of gifted people are among the poorest people.

I see plenty of children from so-called good homes, with educated parents, who are extremely mediocre in mental ability. I remember one unfortunate, ill-clad girl, always on the highest honor roll. True—there was no provision for her to go to college. But she could enjoy homogeneous grouping, a convenience to pupil and teacher alike. We group people according to proven grades received. Do you object to placement tests at college to group students in the foreign languages? The same idea!

SIGNHILD U. GUSTAFSON
Local 484

In order that the *AMERICAN TEACHER* may serve as a medium for the discussion of the educational problems of today, the contributors are not necessarily expressing the policies of the American Federation of Teachers.

The Teachers Union in Action

THE FOLLOWING new Locals of the Teachers Union have been chartered since May 15, 1939:

Mt. Carmel Township Federation of Teachers, Mt. Carmel, Pa., No. 640.

West Mahanoy Township Teachers Association, West Mahanoy Township, Pa., No. 641.

Federal Teachers Local, Allen Co., Ohio, No. 642.

Kern County Federation of Teachers, Kern Co., Calif., No. 643.

Frankfort Teachers Union, Frankfort, Ind., No. 644.

Culpeper County Teachers Association, Culpeper Co., Va., No. 645.

Pittsburgh College Teachers Federation, Pittsburgh and Allegheny Co., Pa., No. 646.

Schenectady County Teachers Union, Schenectady Co., N. Y., No. 647.

Winona State Teachers College Federation of Teachers, Winona, Minn., No. 648.

Gillespie Elementary Teachers' Union, Gillespie, Ill. (Dist. 132), No. 649.

University of Oklahoma Local, Norman, Okla., No. 650.

★
DULUTH, MINN. (No. 381)—All northwest area locals participated in a luncheon at the Arrowhead Hotel recently. State Senator George Lommen and the Floodwood superintendent of schools were among the speakers. National Vice President Amelia Yeager, slated to appear, could not attend. About 150 members and friends attended.

★
ATLANTA, GA. (No. 89)—"Organized labor is grateful to the Atlanta teachers," declared Jerome Jones, well known Atlanta labor editor, in a message to the Teachers Union at its banquet marking the 34th anniversary of its founding. "Organized labor," he said, "is proud to recognize the teachers as comrades, as those who work side by side and carry . . . the burden of better working conditions, better standards of living and better opportunities for all."

The Atlanta Board of Education has unanimously passed a resolution calling for a drive for the issuance of bonds for the construction of school buildings to house adequately the public school children.

★
MINNEAPOLIS, MINN. (No. 59)—

Opposition to the arbitrary selection by principals of extra-curricular activities and the methods of choosing teachers to get extra pay to head such activities is one of the main points in the new *Federation News*. The Union objects to the practice on the ground that it would tend to break down existing salary schedules. A copy of the issue will be sent to every teacher in Minneapolis, including non-Union members.

★
BUFFALO, N. Y. (No. 377)—Restoration of state aid was the subject of a plea to the GOP when Local 377 asked the state house to carry out its election pledges to keep the schools open, to halt the budget slashing in the name of economy and to extend tenure to rural teachers. The move is being made in anticipation of further threats to cut into the state educational budget during the next legislative session. The Union points to the teachers' contributions which were necessary to keep the State Teachers College services from falling below an absolute minimum.

★
CHICAGO, ILL. (No. 1)—The Union was unopposed at the Illinois Educational Association meeting November 7. President Lyle Wolfe reported on the November 4 election. The appointment of state convention delegates and the new election committee was ordered, according to the rules adopted on November 4.

Because of Union insistence all proceeds from teacher purchases of tickets for the annual football game are to go directly to children's aid. The Union study class had an informative discussion of the problem of relief as it affects the schools. Charlotte Carr of Hull House presided. Guest speakers were Frank Hayes of the *Chicago Daily News* and Professor Paul Douglas, alderman of Chicago's fifth ward.

More than 1,000 CTU magazines featuring "taxation" have been sold or distributed.

★
NEWARK, N. J. (No. 411)—President Emerson Fishbaugh served as chairman of the Newark Federation of Labor's non-partisan committee during the November elections. Walter H. Keller, labor representative on the Newark School Board, was reelected. The school levy passed, due to the combined efforts of the Citizens' Committee, the PTA and Local 411.

CHEYENNE, WYO. (No. 366)—The Cheyenne Local gave its support to the passage of a \$250,000 bond issue for two new grade buildings by enlisting the active aid of the Cheyenne Central Labor Union. Salary schedule adjustment, allowance for summer school attendance and advanced degrees, teacher retirement pensions and the election of another labor representative to the school board are among the major aims of the Local.

★
SAN FRANCISCO, CALIF. (No. 61)—The local Union WPA section is calling for reinstatement of the faithful WPA teachers who have gone ahead with their teaching schedule despite federal action August 18 cutting them off from pay for their work.

★
HAMPTON, VA. (No. 607)—Celebrating its first anniversary this month, Local 607 announces as one of its objectives the membership of every teacher in its district, and urges every member to bring at least one or more applicants to meetings. The group has, during the past year, increased its membership from 30 to almost 100 and has been active in the organized labor movement.

A series of courses, especially designed for workers in the vicinity, will be inaugurated in January by the Extension Division of the University of Virginia in cooperation with the Workers' Education Committee of the Newport News Central Labor Union.

★
SEATTLE, WASH. (No. 200)—Democracy through education should be the aim of the educational system. This is the result of a questionnaire sent by Local 200 to 50 members. Other issues raised on which the answers urged positive action were (1) working with others, (2) national issues and (3) local issues. The consensus, as shown by opinions on 32 questions, indicates the wide program possible as the result of such a poll. Educational Policies chairmen are urged to write to the Educational Policies Chairman, AFT, Local 200, P.O. Box 261, Seattle, Wash., for copies of the report on the poll.

Local 200 is making a vigorous fight for the restoration of wage cuts to contracted levels. The Union charges the Board of Education with non-cooperation on hearings and that the action of the Board with reference to wage cuts leaves the door wide open to further breakdown of the contract wages.

DETROIT, MICH. (No. 231)—Dr. Walter C. Bergman, former national vice president, and a member of the Citizens' Committee for the Chrysler Workers, in an address over radio station WMBC on November 16 asked that the Chrysler Corporation agree to arbitration of the Chrysler auto workers' strike.

Pointing out that W. P. Chrysler in 1933 issued a proposal to his employees in which he assured them an equal voice in wages and hours, Dr. Bergman said, "A careful reading of public statements by the corporation spokesmen, both in the news columns and advertising columns of the daily newspapers and of leaflets and pamphlets distributed by them, coupled with a careful reading of the union literature on the dispute, leads to the conclusion that the issue is fundamentally the issue of corporation dictatorship versus industrial democracy in the plants."

★

ROCKFORD, ILL. (No. 540)—"1940 will be a critical year," Local President John Ekberg writes in the *Rockford Teacher*. "The grave portents of 'payless paydays' cannot be brushed aside. Education is threatened today in this country; it will not be saved by high-sounding talk from its 'friends.' The Toledo, Ohio, situation is a grim indication of what may happen to every city in the cities of the United States."

★

EAST CHICAGO, IND. (No. 511)—Albert C. Judd, dismissed as a high school teacher in Seymour, Ind., because

he helped organize the Teachers Union there, has been reinstated by the Seymour Board of Education. The reinstatement was accomplished by the Seymour Central Labor Union and the Indiana State Federation of Labor. It is reported that Superintendent of Schools Lasher stated last spring that he would "bust" the Seymour Union or would lose his job trying. Lasher, who was Republican candidate for State Superintendent of Public Instruction in 1938, is said to be planning to seek the job next year.

Meantime the Peru, Ind., situation grows more tense. Governor M. Clifford Townsend called a conference of interested parties at the suggestion of Adolph Fritz of the State Federation of Labor and Max Shaffer of the Division of Labor of Indiana. Those requested to attend were State Superintendent of Public Instruction Floyd McMurray; Peru Superintendent J. P. Crodian; a group of Peru teachers; AFL and ICTU Committees. Union members and friends are widening their appeals for funds to aid the Class E teachers.

★

EVANSTON, ILL. (No. 460) — Graphic and documentary evidence of democratic and autocratic classroom controls was presented recently by Goodwin Watson, eminent social psychologist, at his lecture illustrated with films from Kurt Lewin's experiments. Subject was "The Classroom Teacher's Part in the Defense of Democracy." Films showed the actual reaction of pupils to the two

types of controls when the group carried out the same project under equally good teachers employing the two methods.

Kurt Lewin, who planned and completed the experiment, is a member of the faculty of the University of Iowa.

★

NORTHAMPTON, MASS. (No. 230) —Dr. James A. Gibson, a member of the Western Massachusetts AFT, wrote the leading article for *Focus*, the American Student Union publication on the Smith College campus. His subject was "Why a Union for Teachers?" He gives basic reasons for his membership in the Union and ties up a teachers' union with the struggle for democracy.

★

NEW YORK, N. Y. (No. 453)—A program to repair damages recently done to the WPA educational projects has been launched by the New York WPA Teachers Union. In a statement summarizing the campaign, Miss Helen Lokshin, executive secretary of the organization, stated:

"Our local has initiated a legislative campaign for the rescinding of the eighteen months' clause, an adequate WPA appropriation, restoration of a prevailing hourly wage rate on the WPA, and an increase in the wages to meet the rising cost of living. We have written to all New York Congressmen on this question. We would like the cooperation of the other locals. They can aid in the campaign by contacting their local Congressmen with a view to obtaining their support for the program."

★

PONTIAC, MICH. (No. 417)—Teachers here have fallen victims to a sudden slash in salaries. At a recent meeting of the Board of Education, the members voted to recall the contracts issued for the current year to the educational staff. Teachers were offered substitute contracts containing material reductions in salary. (The original contracts had contained a recall clause.) The teachers were given four days to sign the new

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contracts. Those who refused were given two weeks' notice.

★

SPRINGFIELD, OHIO (No. 296)—A proposal for a single salary schedule, worked out last summer by a committee of Local 296 of the American Federation of Teachers, has been approved by the superintendent of schools. The superintendent favors its adoption as soon as the arrangement can be financed.

The committee was guided by the following thesis:

"For equal preparation and experience, the wage of a teacher should be the same regardless of place in the system.

"The education of the child is of equal importance on all levels of learning.

"The preparation and experience of the teacher in respect to the child is of equal importance on all levels of learning."

★

KENOSHA, WIS. (No. 557)—The Kenosha Teachers Union has been making a drive to have school board meetings held in the evening, when interested parents and other working citizens may attend. At present, meetings are held at 3:15, when the bank closes. The Kenosha Trades and Labor Council has endorsed the proposed change. When presented to the school board for the first time, the plan was voted down by the banking and chamber of commerce representatives on the board.

★

ALBANY, N. Y.—In a campaign to secure one million signatures to a petition for full state aid, the New York State Federation of Teachers Unions has turned to use of the radio and moving pictures.

A series of ten broadcasts in a "Save Our Schools" series has been arranged for use over key stations throughout the state. Two such broadcasts have already been aired. In the first broad-

cast a teacher discussed the consequences of cutting school funds with a citizen who had been misled into joining a budgeteers' delegation to cut the educational appropriation.

A two-reel moving picture is in production and will be released shortly before the state legislature meets. Produced by Frontier Films and directed by Paul Strand, who is considered one of the world's greatest photographers, the film will portray the important role of the school in American life. Among the staff working on the film are Robert Stebbins, producer of "People of the Cumberland," and Leo Hurwitz, noted for his work in the government picture, "The Plow that Broke the Plains."

The cost of the film, approximately \$6,000, is being raised by voluntary contributions from Union and non-Union teachers. It is but one of a series of publicity media which the Union is preparing to use in a state-wide scale. The 24 locals of the State Federation of Teachers Unions will help distribute the film throughout the state, free of charge, not only to all regular movie theatres, but also to farmers' organizations, parents' groups, and merchants' associations. The film will be released in two sizes, 16 mm. and 35 mm., with sound.

★

TRENTON, N. J. (No. 437)—The campaign of the Trenton Teachers Union to force full payment of salaries was crowned with victory this month when the Board of Education distributed checks for back pay, as ordered by the Court. In some cases, teachers received checks totalling between five hundred and seven hundred dollars. The case was carried to victory by the Teachers Union, under leadership of Herbert Cole, who recently was dismissed on a flimsy charge.

In combatting the case, the Trenton board had threatened to destroy the salary schedule, unless all teachers and

janitors withdrew from the case. The Trenton Teachers Association leaders, who had been active in helping to fight a salary waiver campaign, have admitted defeat.

In retaliation for the Union victory, the Board is withholding salary increments from those employees who remained in the case. That the refusal to give increments is discriminatory and has no relationship to the admitted efficiency of the teachers involved is charged by the *New Jersey Teacher*, official organ of the New Jersey State Federation of Teachers. The publication asserts that the Board offered increments to the same teachers if they would relinquish the money due them in the case. This move is being fought by the Union.

★

LOS ANGELES, CALIF. (No. 430)—The Teachers Union has been effective in protecting teachers in the Los Angeles area, declared Dr. Samuel Urner, president of the Los Angeles Local of the AFT in an editorial in the Union's official organ, the *Union Teacher*. His statement follows:

"In one case last year we acted to secure the reinstatement of a member who had been dismissed. In another, where dismissal seemed practically certain, we received assistance not only from our national officers, but also from a wide circle of cooperating labor groups. So far, this dismissal has been side-tracked, and we hope permanently.

"Another case, now pending, involves arbitrary interference with a teacher's rights by a governing board in a nearby city—extending to dismissal after many years of service.

"Our State Federation has financed court proceedings under the tenure law, and in the case of an appeal we shall have the further backing of our national treasury. In this instance, the teacher was without funds to finance her own defense."

On the Labor Front

Edited from the Labor Press
and the Federated Press

FOR THE FIRST TIME SINCE IT was organized in 1903, the Diamond Workers Union (AFL) called an industry-wide strike in New York, Philadelphia and Cincinnati. . . . The wage-hour division recently appointed a committee of twelve members, headed by President Frank Graham of the University of North Carolina, to recommend a minimum wage for the railroad

industry. . . . On the same day that the Lynn, Mass., Newspaper Guild (CIO) won its strike, Edwin H. Cahill, strike leader, was elected to the city council. . . . The International Brotherhood of Red Caps is suing five railroads for \$2,000,000 in back pay which the union claims is due under the wage-hour law. . . . British Co-ops did \$50,000,000 more business in 1938 than in 1937. . . .

Total business of the Co-ops in '38 was \$1,316,000,000.

★

SHOCKING CONDITIONS IN THE rich tri-state lead- and zinc-mining area of Oklahoma, Kansas and Missouri are described in the report of a two-year investigation made by the Tri-State Survey Committee under the auspices

of the National Committee for People's Rights.

Silicosis is more common among the 100,000 people in this district than anywhere else in the U. S., the report says, and practically nothing is being done to prevent either silicosis or its frequent companion, tuberculosis. The health hazard is so great, the committee concludes, that federal and state action are necessary.

Latest figures from the Oklahoma section of the tri-state show that the death rate for males from all forms of tuberculosis was more than five times as high as the U. S. average and almost ten times greater than the average for the rest of Oklahoma. A ten-year survey by life insurance experts has shown that half of all lead and zinc miners die from tuberculosis.

Many of the miners die young. Often the miners' children are fatally stricken by tuberculosis before they become of working age. The mining companies, which formerly permitted sick men to keep on working as long as they could shovel ore, are more careful now. Any worker who develops more than a slight degree of silicosis is discharged.

In two of the states, Kansas and Oklahoma, there is no compensation for silicosis. The situation in Missouri is hardly better, for the compensation law is not mandatory upon employers.

THREE STOCKHOLDERS IN REMINGTON RAND, INC. are suing the management, headed by James H. Rand, Jr., for wasting more than \$1,000,000 in such activities as financing a company union, hiring spies and thugs, importing strike-breakers and fostering a back-to-work movement. . . . An AFL union in Clinton, Iowa, recently voted to waive the December dues of every member in good standing. . . . C. M. Menderson, Arizona state senator, will be tried on charges of firing a worker for joining a labor organization.

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CONTRIBUTORS TO THIS ISSUE

"Toledo Closes Its Schools" was written by HARRY D. LAMB, a member of the Union, Local 250. . . . Last year at this time it was the Dayton schools which were closed. . . . MICHAEL J. ECK, former national vice president from the Ohio area, contributes the Cleveland story. He's executive secretary of the Ohio Federation of Teachers. . . . SAMUEL TENENBAUM is a member of Local 5, New York City. . . . NATHANIEL CANTOR teaches at the University of Buffalo and is a member of Local 377. . . . MAX SEHAM contributed to the AMERICAN TEACHER last year and is a member of the University of Minnesota Local 446. . . . PHILLIPS RUSSELL teaches at the University of North Carolina and is a member of Local 466. . . . LOU LaBRANT is a member of the staff of the Ohio State experimental school, the home of *Were We Guinea Pigs?* She's a member of Local 438. . . . Ordway Tead is chairman of the Board of Higher Education, New York City, and his new book, *New Adventures in Democracy*, is reviewed by Abraham Edel, a member of the College Teachers Union of New York, Local 537. . . . PAUL DAVID was secretary of the Advisory Committee on Education but is now with the American Youth Commission. His article on federal aid to education appeared in the AMERICAN TEACHER last year. . . . MARK STARR is a member of the AFT and educational director of the ILGWU. . . . ROBERT ROTHMAN, a former student of John Dewey's, teaches in Detroit and is a member of Local 231. . . . MERLE CURTI, Local 537, is a member of the faculty of Teachers College, Columbia University. . . . LAWRENCE MARTIN was formerly at Northwestern University and MARK JONES is president of the Akron Belting Company. . . . GEORGE COUNTS is president of the AFT and GEORGE T. GUERNSEY is editor of the AMERICAN TEACHER.

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